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ABSTRACT

A study was conducted to address the problem of all students not learning to read in the same manner when the instruction was limited to only one approach, that of the basal reader with its phonics emphasis. The Reading Style Inventory, the Swassing-Barbe Modality Index, and the Bradway Quick Check were administered to the students attending the Chapter 1 reading lab. Reading techniques found in the whole language philosophy were used which accommodated the students' reading styles. Parental involvement in the reading process was also included. Ten-high quality paperback books were used as part of the reading instruction and were given to the students to begin a home library of readable books. Motivational activities and rewards were used and stressed throughout the 8 months to increase students' interest in books. Results of the practicum were positive. The goal was achieved for all the students participating in the practicum. Results indicated on a teacher-made interest survey that their interest in literature and the amount of time they read alone, with a friend, and with a parent had all increased substantially. (Sixteen tables of data are included. Appendixes include: interview forms used with students; survey of literature interests; teacher-made reading inventory of literature books; criteria sheet for students' illustrated and written storybooks; letter recognition test; word lists; correspondence about reading program; and reading award certificate. Seventy-nine references are attached.) (MG)

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Increasing Literature Interests In First Grade Retained Students In A Chapter I Reading Lab By Matching Reading Approaches To Their Reading Styles

by

Grace Gilliard Thomas

Cluster XXVII

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A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1990

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: John D Milton

Principal, Crescent City Elem. School

1020 Huntington Road

Crescent City, Florida 32112

April 29, 1990
Date

This practicum report was submitted by Grace Gilliard Thomas under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

5-12-90
Date of Final Approval of Report

Georgianna Lowen
Dr. Georgianna Lowen, Adviser me

Dedicated to two of my favorite blue-eyed ladies:

Imogene Jones Gilliard, my mother, and

Dr. Georgianna Lowen, my Nova University adviser.

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ABSTRACT

Increasing Literature Interests In First Grade Retained Students In A Chapter I Reading Lab By Matching Reading Approaches To Their Reading Styles.
Thomas, Grace Gilliard, 1990: Practicum Report, Nova University, Ed.D. in Early and Middle Childhood.
Descriptors: Reading Styles/ Learning Styles/ Literature Interests/Paperback Books/First Grade Retained Students/ Chapter I/At-Risk Students/Whole Language.

This practicum addressed the problem of all students not learning to read in the same manner, yet their instruction and remediation was limited to only one approach, that of the basal reader with its phonics emphasis. This was not developing students' enjoyment of reading literature.

The writer administered the Reading Style Inventory, the Swassing-Barbe Modality Index, and the Bradway Quick Check to determine the reading styles of the students attending the Chapter I reading lab. Reading techniques found in the whole language philosophy were used which accommodated the students' reading styles. Parental involvement in the reading process was included, also. Ten high quality paperback books wereused as part of the reading instruction and were given to the students to begin a home library of readable books. Motivational activities and rewards were used and stressed throughout the eight months to increase students' interests in books.

The results of the practicum were positive. The goal was achieved for all the students participating in the practicum. Students indicated on a teacher-made interest survey that their interests in literature and the amount of time they read alone, with a friend, and with a parent had all increased substantially.

CHAPTER I

INTRODUCTION

Description of Community

The elementary school in which the practicum took place is located in a small town in a rural community located in the southeastern United States. The town in which the school is placed has a population of approximately 1,650 residents. The city has a mayor-commissioner type of government which consists of elected individuals.

The small town is nestled between two lakes. A large river flows through the area outside of the city limits. With this environmental atmosphere, fern farms, potato farms, and cabbage farms are prolific. The employers in the area employee many minority workers. Blacks, Hispanics, and decendents from Southeast Asians are numerous in the agricultural jobs.

Due to the number of large lakes and big river in the surrounding area, sport and commercial fishing are also major economic employment. The use of crab and eel traps also provide employment for many people.

The county in which the town is established has a population of approximately 58,000 people. The commissioners comprising the political governing body are elected by the people. The county is rapidly growing in population but the area in which the elementary school is located is considered to be one of the few rural areas left undeveloped in this rapidly growing state.

The county's school system has 11,065 students in three high schools, four middle schools, eight elementary schools, and one exceptional education school. The county's school budget is $61.2 million and the milage is 7.369. All the county's schools have recently become fully accreditated through the Southern Association of Colleges and Schools.

Description of School

The elementary school is located inside the city limits of the small rural town. The elementary school is rapidly expanding. In 1983-84 the school consisted of 704 students, in 1988-89 the student population rose to 1000 pupils. Construction is currently underway to enlarge the existing school facility.

The socio-economic-cultural factors in the school are atypical of other schools in the school district. Seventy-four percent of the students are on free or reduced lunch rates as determined by criteria established by governmental organizations. Seventy-two percent of students in the county have experienced a significant person loss at sometime in their life. One or zero parent homes are prevalent at the school in which the practicum occurred.

Minorities now constitute 42% of the student population. Blacks, Hispanics, and decendents from Southeast Asians compose this group. Five years ago, the minority population was 29.5%. Forty percent of the homes of students have parents with an education of less than high school.

The classrooms range from kindergarten through fifth grades and are ability grouped.

The staff of the elementary school consists of; one principal, one assistant principal, 35 classroom teachers, one primary specialist with 11 aides, three chapter I remedial reading teachers with six aides, four migrant aides, two guidance counselors, one varying exceptionalities teacher with one aide, one specific learning disabilities teacher, two speech teachers, two music teachers, two physical education teachers, one Chapter I home visitation teacher, one librarian with one aide, one alternative education teacher, one teacher for the intellectually gifted, four secretaries and office clerks, four custodians, and 11 cafeteria employees. One school psychologist, two public health nurses, and one physical therapist visit the school to meet the various health needs of the students.

The town has a population of 1,650 and the population of the school is 1000 students. The discrepancy occurs because there are many small rural communities dotted around the area and 86% of the students are transported on buses from a ten mile radius.

The Board of Education at the state level establishes certain policies and standards, but it is the local school board that actually implements them. The citizens of the county retain a great amount of control of the schools within the county through electing the members who comprise the school board as well as the superintendent.

The Writer

At the present time the writer is a Chapter I reading teacher. Responsibilities include teaching remedial reading to first grade retainees, second grade students who score below the 34th percentile on the Comprehensive Tests of Basic Skills and other students evaluated by the classroom teachers as needing reading lab services. Two aides work in the reading lab, also. The writer is responsible for developing lesson plans and activities for the aides to use with the students.

During the writer's employment in the education arena, several different jobs have been held. The writer has been a classroom teacher for kindergarten, first grade, second grade, third grade, and fourth grade. For a period of four years, the writer was an occupational specialist based at the county school board office. She implemented a program from the National Diffusion Network, (NDN), which is a system under the sponsorship of the U. S. Department of Education to identify, evaluate, and disseminate information and materials of successful educational programs. This network puts schools which have identified need in touch with the developers of established programs which meet those needs. This program was conducted by teachers in grades kindergarten through fifth in the school district. The writer conducted a needs assessment study, wrote with assistance a grant to implement the program, conducted inservice training of participating teachers, disseminated materials, evaluated the project, supervised the teachers involved, and coordinated with the principals of the eight elementary schools and the exceptional education school that participated in the program.

During this time, the writer also established a resource center for career education materials to be used by elementary classroom teachers and elementary guidance counselors. Grants were written to furnish the materials contained in the resource center.

Various other jobs have been held by the writer. These include teaching English as a second language, flight attendant with a major airline, and a contract substitute teacher. The writer has conducted workshops at the local, state, and national levels in the areas of career education, basic skills development, and educational materials development.

Presently the writer holds a master's degree in elementary education with an emphasis in reading. The writer is certified by the State Department of Education to teach early childhood education, elementary education, physical education, and reading.

As a volunteer the writer has served on various church committees which consists of: administrative council member; director of children's ministry; member of task force developing a new day care center; and educational committee member. The writer has also taught vacation summer school in Jamacia and worked in a health clinic in Haiti.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

One of the most challenging goals a first grade teacher encounters with students is teaching the students to become fluent readers who enjoy reading while having an interest in literature. However, all students were not developing this literature interest at the elementary school in which the practicum occurred.

Reading instruction in the school is taught through a basal reading series with an approach which is strongly based in phonics. For nearly two decades phonetic instruction has had a strong impact on reading instruction, yet this style of reading instruction is not suitable for all students. Due to this, frustration for teachers and students happens just as it is taking place at the elementary school in which the practicum occurred. Some students are unable to master phonics and apply the phonetic rules when reading. In the elementary school, students progress through the basal series as they read the stories and then pass unit tests. Most teachers find the stories are boring to students causing the students to be uninterested in reading them. Even though the books contain uninteresting, monotonous, dull stories, the teachers were required to use them.

In the reading program, students must pass a unit test before progressing on to the next unit. Even if a student can read orally and comprehend what is being read, the student must also exhibit mastery of phonetic rules on the unit tests. Some teachers are frustrated by this occurance due to the fact a pacing chart states where students should be reading and passing tests at certain times of the school year in each grade level. The first grade teachers are required to teach one readiness book, three preprimer books, one primer book, and one first grade reader book. The students are also required to pass unit tests on all these books during first grade. Teachers express the opinion they are "under pressure" to push the students too fast through the books to meet the pacing chart. Teachers state students are not allotted enough time to read for the sake of enjoyment. Reading is dissected into phonetic rules in the instruction. Along with this, the workbooks and skill sheets do much the same. The teachers state students enjoy the skill sheets more than the reading books. When asked why, teachers stated the books were so boring the students found the colorful skill sheets and workbooks a relief.

First grade retained students attend a Chapter I remedial reading program. The Chapter I reading lab reinforces reading skills which have been introduced in the classroom. The classroom teacher completes a conference form approximately once every three weeks relaying information to the Chapter I reading lab teacher concerning the skills to be reinforced. Again, the same phonetic skills are taught to the same students who did not master them in the first place. Again, all students' reading instruction was the same instructional approach, phonics. The writer, a Chapter I reading lab teacher, observed pleasure was not associated with reading when this happened. Reading instruction was not fostering the love of reading by the students.

In conclusion, the problem situation in the work setting where the practicum occurred was all students do not learn to read in the same manner, yet their instruction and remediation is limited to only one approach, that of the basal reader with its phonics emphasis, therefore they do not enjoy reading literature.

Problem Documentation

To document that the problem existed in the school, the writer implemented a teacher-made survey in the form of an interview (see Appendix A) to the seven first grade teachers who comprise the entire first grade faculty. The writer interviewed each teacher individually before school during planning time. Each teacher was at first only told the interview was taking place because the writer needed information for a project at the university which she attends. The writer wanted to assure each teacher the survey was for her use and anonymity was assured. The questions were read aloud to each individual teacher. After all 14 questions were read and each teacher's responses were recorded, the writer explained about the practicum and gave more information about documentation which will be reflected in the results of the interview.

Table 1 presents the data from the interviews with the seven first grade teachers.

Table 1

Interview of First Grade Teachers With Students in Chapter I Reading Lab

	Yes	No
1. Are you required to teach reading to your students through the basal reading program?	7	0
2. Are your students grouped according to their ability to read as determined by criteria set forth in the basal reading series?	7	0
3. Is phonics the method you most often use during reading instruction?	7	0
4. Is mastery of sequential skills in the basal reader necessary to progress in the basal reading program?	7	0
5. Do you complete all the basal reading stories?	7	0
6. Do you complete the workbooks that accompany the basal reader?	7	0
7. Do you test the students on unit tests before progressing into another level of the basal reading program?	7	0
8. What do you like best about teaching reading from the basal reading series? Teacher 1: "Gives me a guide. It's all there." Teacher 2: "Never taught out of anything but basal so I have nothing to compare it to."		

(table continues)

Teacher 3: "Nothing!"
Teacher 4: "I don't like it."
Teacher 5: "I do not."
Teacher 6: "I'm not fond of it, but it's all laid out for you."
Teacher 7: Presentation of vowels early in program series."

9. What do you dislike most about teaching from the basal reading program?

Teacher 1: "Stories are boring."
Teacher 2: "Progression chart is too hard. My above average students are struggling just to meet the cutoff point. I'm not spending enough time on each unit.
Teacher 3: "Lack of continuity in expecting kids to decode in the way words are taught. Poor organization in series, and oh, the boring stories."
Teacher 4: "Expect child to use skills before skills are taught. Too many books to cover in first grade, all which have boring stories."
Teacher 5: "I dislike the pressure to get children to certain points. Children aren't allowed time to enjoy reading. You are better off writing your own stories and reading them."
Teacher 6: "I was always taught round robin reading, basals, and worksheets were passe', but I'm required to teach this way."
Teacher 7: "DUMB STORIES!"

		Yes	No
10.	In your opinion, do poor readers get to read as many pages as good readers during reading instruction time?	5	2
11.	Does the Chapter I remedial reading program reinforce skills taught in the basal reading series?	6	1
12.	Do you usually try to have reading groups first thing in the morning?	7	0
13.	In general, do your students seem interested in reading skill sheets?	6	1
14.	Do you think students literature interests need to be developed?	7	0

When the writer explained to the teachers that she was planning to implement an eight month project in reading lab to increase students literature interest using varying instructional methods to match students' reading styles rather than just using phonics, the teachers were very interested. Each teacher expressed her concerns about students' reading interest not being developed due to the manner in which reading was being taught.

The data in Table 1 gives evidence that the problem existed. Even though teachers are of the opinion that the basals contain dull, boring, monotonous, stories, they were required to have students read them. Also, the accompanying workbooks were entirely completed. The writer was surprised when six of the seven teachers responded the students seem interested in reading skill sheets. After the survey was completed the writer asked why the teachers were of that opinion. The consensus was that the stories were so boring, that the worksheets seemed interesting to the students. The writer was informed by the teachers that the county-wide pacing chart puts too much pressure on the teachers and the students causing a rush to meet the deadline.

Causative Analysis

When one closely scrutinizes the survey, several causes of the problem are illuminated. Students learn to read through varying approaches of instruction, but the basal reader used in the school is phonics based. The classroom teachers rely primarily on the phonic based basal reader for teaching reading even though the stories are dull, boring, monotonous, uninteresting and unstimulating. The manner in which reading lessons are presented fragments the stories. This causes too much emphasis to be placed on isolated reading skills rather that developing literature interest in students. The accompanying workbooks merely require the students to fill in circles, mark Xs, or fill in blanks to complete answers instead of developing writing and reading skills.

The Related Literature

Elementary school students who learn to read well usually develop a life long love of reading. However, in the United States all students are not learning to master the skills of reading. Carbo (1984a) points out that 23 million adults in the United States are illiterate. Educators are well aware of these high numbers due to the large number of high school dropouts. By age 17, only 19% of America's "disadvantaged" youth have reached the "adept" level of reading with the illiteracy rate being 40% in minority youth (Carbo, 1987c). The United Nations consists of 159 member countries and the United States ranks 49th in its level of literacy with 60 million adults who can not read to meet survial needs within our socity. This number represents one-third of the entire adult population of this country. An estimated 2.3 million adults join this group of functional illiterates each year. In 1987 the Ad Council began a three-year "media blitz" which reportedly has increased the public's awareness of the large numbers of functional illiterates from 21.4% to 30% in one year. This rise in public awareness has not lowered the illiteracy rate stated Larrick (1987). Sweeping changes need to made in the manner in which we teach and test reading of students if this trend is to change (Carbo, 1987c). Frances Clarke Sayes, a distinguished children's librarian, made a statement 50 years ago which preceeded Carbo's statement but has the same connotation. Frances Clark Sayes stated:

> If the majority of students cannot read, there must be something basically wrong with present-day methods of teaching. In an effort to enliven and enrich the business of teaching reading, the mechanics of reading has encroached upon the ultimate purpose of reading, the art of reading (Larrick, 1987, p. 184).

No evidence exists to prove all children have one best way to learn to read (Teale & Martinez, 1988). The literature contained numerous articles and studies which indicate students have varying learning styles and no one method of reading instruction is "the best" for all students.

Anderson and Simons (1988) suggest seven secrets of success for effective reading programs. They state the methods of instruction are important and should be taken into account even if the lesson is four minutes or forty minutes in length. One of the secrets (or reading methods) to consider is to vary the instructional activities. Anderson and Simons explain that people have preferences for how they best can learn. Some learn best by seeing, by speaking, by listening, or by doing. If the teacher varies the reading lesson so all the modalitites can be used, students have a better chance of succeeding in reading.

Cavanaugh (1981) initiated a program in a high school in which instruction was matched to students' learning styles. It was reported that students made "skyrocket" gains in their grades in subjects which required reading. His school was the first schoolwide secondary program which used diagnostic/prescriptive education by means of learning style identification.

Dunn, Carbo, and Burton (1981) discussed two investigations dealing with reading skills of young children. They suggested teaching to student's learning strengths for word recognition skills improvement of visually dissimilar words. Carbo found students who exhibit high auditory but low visual learning styles learned best through auditory presentations and seem likely to succeed with a phonics reading program. High visual but low auditory students learned best through visual presentations and would learn to read with a program which stresses word recognition. However, students with neither an auditory nor a visual preference learned only through a tactual/visual treatment stated Carbo. When the reading treatments were matched to the learning styles, significantly higher reading scores were attained. Burton found in her study evidence that perceptual strengths in young children tend to begin with the tactual/kinesthetic mode then proceed to the visual and then to the auditory mode. This reiterates studies discussed by Dunn and Carbo (1981) and work performed by Swassing and Barbe (1979).

Valle, Dunn, Dunn, Geisert, Sinatra, and Zenhausern (1986) conducted a study dealing with matching and mismatching mobility preferences of students while they learned words necessary to recognize for reading fluency. They found that matching the learning style with the style of reading instruction created a greater gain on word recognition and memory but mismatching of learning style of mobility caused an even poorer outcome.

Dunn, Krimsky, Murray, and Quinn (1985) verified that many underachieving students seem to prefer poorly lighted areas when reading, concentrating, or learning and the lower the grade level the lower the light level desired. During instruction in school, these students' instructional methods need to be varied to meet the environmental learning style.

Dunn (1981) in her "primer on learning styles" discusses the different elements of learning style and how these need to be accommodated to enhance students' acquisition of reading skills. Dunn stresses all students do not learn in the same manner and instructional techniques must be varied to meet each student's needs.

Dunn and Dunn (1984) discuss ten ways to vary classrooms so learning styles can be accommodated. Misconceptions about reading and learning are stated along with current related practice. Next, research findings which point out the fallacies of the misconceptions are discussed along with practices to improve the instructional techniques. Dunn and Dunn very clearly point out that no one best method of reading instruction is appropriate for all students.

Dunn and Carbo (1981) in an open letter to Barbe, Milone, and Swassing reinterate that they support most of what these three people have written about modalities but a few differences are examined. However, several points are stated in the article in which all do agree. Modalities and learning styles need to be taken into consideration when reading instruction occurs. Methods of reading instruction need to be based on the strengths and preferences of the individual or learning will be severly limited.

Dunn (1980) discussed studies and programs dealing with learning styles and the effect matching them to instructional techniques could have. One of these studies was conducted by Carbo in which she found that when reading instruction matched the students' learning styles, higher reading scores resulted. The other studies and programs in the article each found positive results.

It is pointed out by Price, Dunn, and Sanders (1981) that when an entire class is introduced to a phonics lesson, it is a "hit or miss" approach. All methods of reading instruction are potentially effective if individual differences among students are considered instead of using only one approach to teaching reading.

"Too many students are victims of the unspoken presumption that there is one right way to teach all children to read. But the research on child development and reading styles indicates that what is 'appropriate' for one student may be damaging to another" states Carbo (1987d, p. 197). This has resulted in the rapid growth of remedial reading programs and special education programs because students are failing to learn to read with the instructional method being used. The reading approach most commonly used in the United States is worksheets, dittos, drills, and phonics which segments reading. With poor readers, this is inappropriate due to the fact many poor readers are mainly global, tactile, kinesthetic learners. The reading program in the United States is contributing to the dropout rate and to the number or poor readers because the programs require a strong analytical auditory reading style which requires a part-to-whole learning style. However, most youngsters are global and learn best whole-to-part. Some students are analytical auditory learners and learn easily with phonics, but not all students do so. It is also pointed out by Carbo that when students are forced to learn through a reading style which is their weakest learning style, a loss of self-esteem could occur along with failure and boredom taking place.

The senses are called into play when one learns how to read with certain students preferring one over another. Some learn best by listening and speaking, some by doing, and still others by seeing. Anderson and Simons (1988) discussed the preceding statement while mentioning their seven secrets of success in reading programs. They stated students should participate in several different types of reading activities using all the learning modalities. The activities discussed were; silent reading, discussion, listening to lectures, writing, and oral reading which would accomodate different learning styles students possess.

Carbo (1987b) states ten myths which pertain to reading which make learning to read difficult for some students. Carbo's ten myths are:

> Reading Myth #1 Every child will benefit from a good phonics program (p. 19)...
>
> Reading Myth #2 A youngster who has not mastered phonics cannot become a good reader...
>
> Reading Myth #3 There is a definite set of reading skills that should be taught to every child...
>
> Reading Myth #4 Youngsters would not proceed to "higher" level skills until they have mastered lower level skills...
>
> Reading Myth #5 Reading achievement test measure accurately a youngster's ability to read...
>
> Reading Myth #6 District-wide adoption of one

> basal reader series assures a smooth progression of skills development from one grade level to the next (p. 20)...
>
> Reading Myth #7 Students should read all the stories in the basal reader and complete all the workbook pages...
>
> Reading Myth #8 A remedial reading program should reinforce the reading techniques being used in the classrooms...
>
> Reading Myth #9 The best way to help a student who is reading below grade level is through pullout reading programs...
>
> Reading Myth # 10 Poor readers need phonics, plenty of structure and early morning reading classes (p. 21)...

According to Carbo, these myths can be proven false, if one merely looks at the current research on learning styles and reading styles. She concludes with the myths with the statement:

> The best way to help youngsters to enjoy reading, read with good comprehension and fluency, read critically, and choose to read, is to make learning to read as easy, and enjoyable as possible for each student. The reading myths described above are myths because they contain the same pervasive, underlying belief that all children require identical reading methods,

> materials and skill work to become good readers. Research conducted during the past decade, indicates very strongly, however, that quite the opposite is true. Students learn to read most easily and with the greatest enthusiasm, when the required skill work is needed, and when the reading methods and materials match their reading style strengths and their interests (p. 21).

Dunn and Griggs (1989) report that when Sister Mary Cecilia Giannitti, Ed.D., became the principal at Sacred Heart Seminary, the school was a traditionally organized school. Frequent discipline problems arose because the students were bored and disinterested. This caused Sister Cecilia to make some changes. She encouraged the teachers to individualize students' instruction based on their learning styles and academic needs. Today, at the school, parents of students who have either hated or failed in their previous schools and were at risk for dropout, are now succeeding academically.

The teaching of reading should not be a contest between different reading methods (Carbo, 1987a). Phonics and the whole-word approaches along with students' workbooks and teachers' manuals for the two methods contain an outrageous amount of decoding skills. Too many letter-sound relationships and phonics instruction are drug out too long. If phonics helps the student learn to read fluently and with enjoyment, it is appropriate, but that is not always the case. The students most often found in remedial reading classes are those who are unable to master phonics and the inordinate amount of phonic skills. If as a nation, the United States is to reduce the number of illiterate citizens, the methods used to teach students should be chosen with great care. Carbo states two conditions to improve the literacy rate. The method of instruction should help the students to become more fluent with good comprehension and pleasure should be associated with reading so the student will choose reading as a future activity. Many teachers complain they do not have adequate time to read to their classes or enjoy books with the students. Teachers are under pressure to teach hundreds of reading skills which are tested and require detailed record-keeping of students' progress. Reading is becoming less enjoyable and students are choosing not to read. Carbo points out publishers of achievement tests and basals are dictating the reading curriculum in classrooms, but publishers have not demonstrated that the skills are prerequisites to learning to read. The practices used to teach reading match students' reading styles by chance to reading instruction and discriminates against others. No single method is appropriate for every student no matter how fervent its supporters are in saying so.

Price, et al. (1981) found selected learning style characteristics predict the students who will become good readers. The students "who are persistent, responsible, self-motivated, and who do not prefer to learn tactually or kinesthetically" (p. 224) are more likely to become good readers. If students are identified who lack these qualities, intervention could occur to prevent future failure. Price, et al. are convinced that young students are not learning to read well due to a mismatch in learning style and instructional methods. Before reading instruction begins, academic achievement and learning style should be diagnosed, the prescribed instruction should take place.

Innovative principals who have implemented a reading style program have found results to be excellent according to Carbo (1984a). In four to ten months there was: "increased reading achievement; improved student attitudes toward reading; better student-teacher relationships; positive changes in the teacher's role and ability to teach reading; more reading for pleasure; and dramatically decreased discipline problems" (p. 21). It is believed that many students who exhibited difficulty in learning to read probably did so because the type of instruction and the conditions under which they were taught did not match their reading styles.

Butler (1988) discusses learning styles as four predominate types of mindstyles: "the concrete sequential learner is structured, predictable, and practical, and thorough; the abstract sequential learner is logical, analytical, conceptual, and studious; the abstract random learner is sensitive, sociable, imaginative, and expressive; and the concrete random learner is intuitive, original, investigative, and able to solve problems" (p. 31). Anthony Gregorc originated the theory of these four types of mindstyles, but Butler expands on them as they relate to children's behavior in the classroom and how teachers use their own mindstyles in teaching. It is pointed out that the secret to success with using learning styles depends on how the teacher incorporates knowledge of students' learning styles and incorporates it into his/her own teaching style. Butler warns teachers about abandoning their own personal teaching style for a generic approach. It is suggested that the teacher look daily at students through a "styles lens." Teachers should encourage students to use their own individual learning style and teachers should prepare assignments and activities so students can approach the activities using varying styles. Teachers should analyze the guides to textbooks to choose programs which provide for different learning styles. Activities often hidden in the enrichment sections of guides are often the activities for students who do not fit the verbal and logical mold. Butler points out that serious consequences can result if students are expected to continually learn in ways which go against their natural inclinations. Students caught in learning style mismatches can become apathetic, rebellious, ill, or conformists, all of which causes the students not to develop to their full potential Butler stated.

Swassing and Barbe (1979) indicate teachers do not teach in the same manner they were taught. Teachers tend to organize their classroom and teach in the same manner in which they best learn. Just as Butler is cited previously, Swassing and Barbe point out teachers need to know their own learning style. Teachers should also know about their students' learning strengths. Swassing points out that students attending remedial classes need to have their learning strengths used at the start of remedial instruction due to the failures they have already incurred. Barbe states that a common sense approach to teaching is to address students' learning styles. If teachers also know their own learning style and that of their students, teaching can become more effective, and all children can benefit.

Most school systems in the United States require the use of basal readers and the manuals are becoming larger with more details according to Goodman (1987). The pressures caused by accountability testing and back-to-basics have caused an atmosphere of sequential skills with explicit testing procedures. Reading time in the basals has developed into testing time. Reading has become so fragmented that students do not want to read. Along with this problem, teachers are mistrusting their own professional judgement. Teachers need to "unbox" their instruction in the basal readers and organize their classrooms in which they are the professionals teaching to the needs, strengths, and abilities of their students.

Eeds (1985) observed teachers and questioned them about their use of the basal reading program. She concluded teachers were using basals because of the supposed scientific basis for the development of the program. Teachers feared if all stories were not read and all workbook pages not completed, the students would be at risk of not learning the ideal scope and sequence of skills causing major reading difficulties. Eeds decided a scientific base of knowledge was needed to end this falsehood. She speculated a research base should be established so teachers would begin teaching reading with children's literature books and feel confidence in doing so. Eeds identified a list of 227 words which are high-frequency words in children's literature books. Eeds' philosophy parallels that of Frank Smith's, reading needs to make sense to children and if it does not, it is a hindrance to their learning. Therefore, it is recommended that words not be taught in isolation, but in context where they make sense. This would make reading a more enjoyable task.

Bridge, Winograd, and Haley (1983) conducted a study which found that sight words are learned better in context using children's predictable literature books than from the pompous preprimers. Through the process of using books with patterns of repetitive rhyming words and phrases that can be predicted, students are better able to acquire sight vocabulary words, use context clues, and develop a positive attitude about reading. .

Literacy is not a series of passing through discrete stages with each building block expanding the preceeding block, as was once thought. Just as learning to use language, children use language strategies, rather than passing discrete stages. Teachers who decide not to use phonic workbooks have support from the literature to reinforce their beliefs. Harp (1989) reviews recent studies to aid teachers to work on skills with meaningful materials and situations with real reading and writing.

In September of 1987, Learning included a reader poll dealing with the basal readers teachers use. The April issue of 1988 (Turner) discussed the respondents suggestions and thoughts about the basals. The number of respondents to the poll was 339 of which 85% stated they used basal readers. This, however, did not indicate they like them. A few basals were meeting the needs of teachers because they emphasize writing, higher level thinking, and phonics instruction along with unabridged stories, poems, and biographies. More teachers responded to what they did not like about basal readers. Some of their complaints were: too much emphasis placed on workbooks; dittos are associated with reading by students; the basal kills the love of reading; stories are boring; skills are isolated; the workbooks look only for right answers not creativity; et cetera. Only 10% of the teachers responding stated they did not use the basal at all. Their reasons were: basals lower students' self-esteem by being placed in reading groups; basals do not inspire children to read; and their low socio-economic children did poorly until they stopped using the basal. Some respondents to the poll made comments on the role the teacher must take. One respondent stated the manner in which teachers use basals as "security blankets" is part of the reason basals are ruining the love of reading. Teachers new to the profession feel they need to do all the instruction in the manual. Workbooks should provide practice, and not be used to teach the skill. All pages should not be completed, just the pages necessary to review a skill. Teachers wanted publishers to know they want respect as professionals and not to be ruled by the basal. One teacher stated the manual should help teachers and not dictate to the teachers pieces to use. However, one teacher stated administrators would be paranoid if this occurred explained Turner.

Students have such a limited amount of time in school in which they actually read. The reading instruction they do receive is inconsistent with their ability, especially for poor readers (Morris, 1979). Volunteer tutors or paraprofessional tutors can be a great asset as a listener to the poor reader. Remedial reading instruction should practice the reading of meaningful text instead of isolated rote skills. Experience stories should be dictated and later read by the student. By integrating the tutorial approach and the language approach, teachers could greatly improve the teaching of reading and students' enjoyment of reading.

According to Cunningham (1988) "children learn to read by reading and children who have failed to learn to read need as quickly as possible to be able to read a real book" (p. 800). The reader who failed to learn to read the first time around seldom gets a chance to start over again from the beginning, but there are strategies to help this nonreader become a successful reader. Easy to read predictable books can be tape-recorded so the nonreader can listen to it over and over. In predictable books the pictures and the rhyming plot carry the story along. When the nonreader listens several times, the reader will begin to read along. Then the teacher can let the student read the story into the taperecorder and listen to him/her reading. Once the book has been memorized, a sight word bank can be made from the vocabulary. The page number on which the word occurs can be put on the card. The cards can be made into sentences to match the book. Separate piles of cards of words known and words not known can be made until the student masters the words. When the child feels comfortable, the child may read it to the class, then everyone can applaud.

The sight words can be used as the basis for instruction in decoding skills. After the individualized decoding skills are taught, the child can be placed in a reading group. However, round robin oral reading is not appropriate for this child. Instead, a question can be given the child to answer after the child has silently read the page. The child might mumble while reading silently and hearing the words as he/she reads assists him/her. These practices can provide reading instruction which gives the nonreader success in an area where success has not been found, stated Cunningham.

Larrick (1987) discusses a trip through an exhibition hall at an annual reading convention at which the complexity of segmented, mechanization of reading is displayed by all the hucksters selling their reading wares. She states someone once called the basal reader language the only language in print which was never spoken by humans. Our students are stuck with mechanistic reading skills which are boring and intellectually unstimulating. The books the readers are to use are not even considered literature. The hucksters selling their wares at the convention were heard by Larrick as saying skill sheets, workbook pages, writing words in blanks, and rearranging words are fun, fun, fun! However, Larrick states she never sees the children having fun, fun, fun using the basal reader. Larrick discusses two studies carried out in which 20 classes of second grade students in the Bronx were divided. Ten classes were read to systematically every day. Library books were prolific in their classrooms. The other ten classes used the basal reader approach. At the end of the school year, the group who were read to systematically each day, excelled in reading, vocabulary, and comprehension. This study was replicated using low socio-economic status students. Again, the students using literature books excelled. Charlotte Huck, at Ohio State University, has long been an advocate of using trade books instead of the basal readers, skill workbooks, and computer software. She states administrators and primary teachers need to be "won-over" in support of literature books. She explains the earlier children are exposed to literature, the better readers they will be stated Larrick.

Richek and McTague (1988) state reading is a complex activity requiring a lot of practice before one becomes good at it. A lot of reading instruction requires activities which are not reading activities but merely worksheets. This type of instruction, according to Richek and McTague, causes the reluctent reader to learn less effectively. The materials are boring and when used with remedial reading students, it can be discouraging. The alternative of using children's books for instruction in a Chapter I remedial reading program using Curious George books was used by Richek. Curious George books by Rey, were used because of the reading motivation stimulated during their reading. The teacher used assisted reading which is a joint reading of the words with the students being led by the teacher's reading. As the reading progresses the students gradually begin to lead. If they begin to stumble, the teacher joins in the reading again. Word cards were used with the high frequency words which the children had learned. The students were loaned copies of Curious George books to take home to read to their family. During the next days, they dictated their version of the story. The story books of Curious George were illustrated by pasting pictures in their personalized books. Through the whole language literature approach during the period in Chapter I reading, the participating group showed significantly better gains than the control group which used only the phonics approach. Gains in oral reading and comprehension were achieved. Observations by parents and teachers indicated enthusiasm increased for the reader during this time. Richek and McTague state several factors fostered the participating students' successes: increasing amounts of independence in reading; sequencing increased amounts of independence; interacting with peers during group reading; using motivating books; and writing.

With disabled and uninterested readers, teachers using the literature based instruction are boasting about stunning levels of success when compared to the traditional basal (Tunnell & Jacobs, 1989) The whole language movement has gained great momentum in the 1980's. A variety of landmark studies have directly compared basal and mastery learning instruction with literature based instruction. Studies have been employed which looked at reading growth within whole language classrooms using literature based instruction. Tunnell and Jacobs reviewed the landmark study by Cohen in 1968 which consisted of reading aloud to children from selected books then followed up with related activities. The group made significant gains compared to the control group. First graders in New Zealand were taught word solving skills in context during real reading. Holdaway in 1982 stated the experimental group equaled or excelled above the control groups on a variety of measures. The Ohio Reading Recovery Program is targeted at beginning readers who have a profile of likely reading failure. This program is an American version of New Zealand's program and had just as dramatic results as New Zealand's results. When 15 to 20 weeks of instruction, approximately 30 to 40 hours, took place, 90% of the children whose pretest scores were in the lowest 20% of their class, caught up with the average and above average students and never needed remediation again. For speakers of English as a second language, the Open Sesame kindergarten program in New York City's west side allowed for pleasure reading using neither workbooks nor basals. The immersion in children's literature and the language approach to reading and writing had such dramatic positive effects, the program was extended through sixth grade. It was reported in the spring of 1987 all 350 students in first grade were reading English with 60% of these reading on or above grade level. A study by Chomsky, reported in 1978, was discussed in which children who have failed would listen to tape recorded stories and return to listen again until the book was memorized. The study also reported very positive results. In 1971, a study by Thompson, examined 40 studies from 1937 through 1971 which compared the individualized approach to readers with the basal approach. Twenty-four of the studies favored individualized reading, one chose basal as best and the remaining were ties. Tunnell and Jacobs summarize by stating the basal reader is not the only way to teach reading.

No evidence exists to prove all children have one best way to learn to read (Teale & Martinez, 1988). Researchers have gathered data for convincing the decision makers that relying primarily on commercial reading readiness materials and a strong emphasis on phonics is not the way to teach reading, especially if worksheets instead of real books are used. Early literacy programs which feature developmentally appropriate reading and writing activities with a daily opportunity for holistic, funtional, and meaningful experiences with written language is a key factor in developing young readers. Young children need to have these books read and discussed. Children will reread familiar books. Predictable books which have a repetitive language and predictable plot that is appealing to children. Research indicates that the teacher's reading style to the children can affect the child's comprehension of the story. It is important that the teacher and students talk about the book and how it could relate to their lives. Multiple reading of the same book promotes children's emergent reading of that book. The classroom library needs a collection of children's trade books. Reading and writing should be incorporated with the emerging reader.

The knowledge about the acquisition of language has multiplied through the increase in well-designed and well-executed research. This has caused a collapse in the systematic approach of the neat step-by-step sequential instruction of phonics, rote memorization of vocabulary words, round robin reading, and meaningless stories (Sherwood, 1988). The teaching skills of many classroom teachers is outdated. Florida uses instruments to ascertain teachers' teaching skills. These usually measure teachers' direct instruction on specific tasks which does not take into account varied styles of teaching and learning. The "dumbing down" in basal readers and the mechanistic teaching of skills has become fragmented. This type of instruction is indefensible and has not much to do with how children learn to read. The State of Florida's Department of Education in Technical Assistance Paper (TAP) states the viewpoint of reading specialists who support whole language instruction. This is encouraging because the emphasis is on indirect, child-centered instruction. The TAP gives three defintions which are important.

> First, whole language is not regarded as a new doctrine, but as an integrated, language arts approach that has, as a minimum, a

> literature based text that combines reading instruction with instruction in the writing process.... Second, whole language instruction empowers teachers to make educational decisions about the needs of their children: to plan; to instruct; to provide appropriate opportunities for application of language skills without a lockstep curriculum unrelated to students' backgrounds, interests, or language competencies.... Finally, whole language instruction allows teachers to create interaction among all of the language arts skills, with communication between and among individuals and groups as the ultimate goal (p. 5).

Goodman and Goodman (1981) offer 20 statements in a true/false format. The summary of the 20 statements concludes that teachers are ultimately the individuals who can change classrooms from sterilized and dehumanized assembly lines where children are locked in a particular instructional mode. Teachers must regain control from publishers of the basal reader and publishers of standardized tests. Learners can be in control of their cognitive processes while choosing and adjusting their strategies to learn. The teacher becomes the guide, kid-watcher, and facilitator who can capitalize on the language competence and language learning ability of children.

This makes literacy part of their natural language development.

In conclusion, a review of the literature showed the importance of: matching students' learning styles and reading styles with reading instruction and remediation approaches; using the literature approach to teach and remediate reading; using more than just the phonics approach in reading instruction and remediation; and using a whole language approach for reading and remediation. A number of specific suggestions were presented which could be used to meet the goal of the practicum. Reading, by its very nature, requires that different instructional approaches be used with a variety of activities occuring. Teachers need to strive to help students learn to read using their individual reading styles. Just as the review of the literature has revealed, the students' enjoyment of reading books would improve.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goal

The goal was for first grade retainees receiving Chapter I reading lab assistance in reading remediation to improve their interests in literature.

Behavioral Expectations

During a review of the literature dealing with the goal, the writer selected four specific behavioral objectives.

The objectives for the practicum were as follows:

1. Over a period of eight months, 50 of the 60 students involved in the practicum will receive remedial reading instruction to match their reading styles as determined by a reading style inventory as measured by a checklist and group charts to monitor instruction which relates to students' reading styles.
2. During a period of eight months, 50 of the 60 students involved in the practicum will demonstrate a positive attitude by responding "Sometimes" to eight out of ten statements relating to reading on a teacher-made survey of literature interest of students.
3. Over a period of eight months, 40 of the 60

students involved in the practicum will demonstrate an interest in literature by successfully reading above the frustration level ten literature books as measured by a teacher-made informal reading inventory.

4. During a period of eight months, 40 of the 60 students involved in the practicum will have successfully written and illustrated five of their own story books as measured by criteria set forth by the Chapter I reading teacher.

Measurement of Objectives

In order to assure that the four specific objectives were met, a reading style inventory was to be administered to all first grade retainees attending the Chapter I reading lab at the elementary school in which the practicum occurred. The inventory was a multiple-choice, self-report questionnarie. The questions were to be read orally to the students on an individual basis. The results would be recorded and then the information would be compiled on a disk in a computer. The computer would then print the students' individual reading style with suggested reading instructional methods along with suggested materials to use which closely matched the students' reading style. The profiles would also aide in the redesign of the reading environment in the reading lab. Fifty of the 60 students were to be selected as the desired number to reach this objective due to the fact first grade classes contained a significant number of students being administered psychological tests to be placed in specific learning disability (SLD) programs and educational mentally handicapped (EMH) programs. The students are not usually placed in these programs until late spring near the close of the school year after they have been retained in first grade.

For objective two, a teacher-made pre- and post-implementation reading attitude survey was to be administered to each student. It was to be orally administered with students responding in the same manner. The questionnaire contains ten questions which pertain to reading (see Appendix B).

An informal, teacher-made reading inventory was to be administered on each of ten books. The inventory lists numbers of words missed on each page, the type of reading errors occuring, and results of answers pertaining to comprehension questions (see Appendix C).

Students were to write and illustrate five of their own story books during the eight month implementation period. Criteria was to be set forth by which the students would use words which would be taught through students' individual reading styles using literature books. The vocabulary of high-frequency words was to be found in children's literature books (see Appendix D).

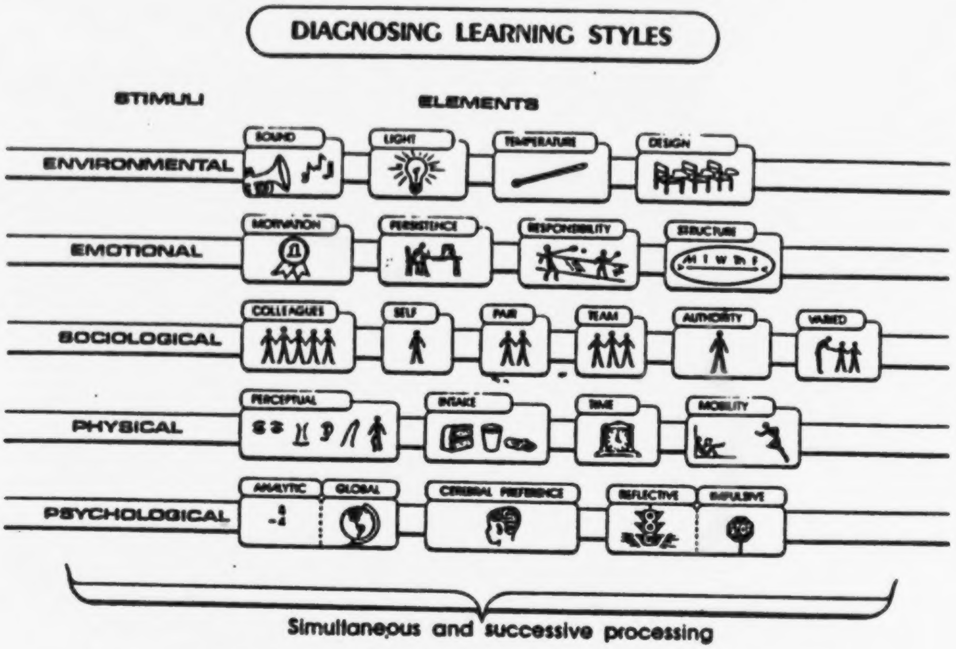
CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Increasing literature interests in students during reading instruction and redmediation is an important segment of reading. A review of the literature disclosed a number of methods in which teachers and administrators approached instruction in their classes and schools. During reading instruction it is also critical that students' reading styles be considered. During the review of literature it was revealed teachers' knowledge of their own personal learning style and reading style could affect the manner in which students are instructed. Students' knowledge of their learning and reading styles could greatly affect students learning to read with enjoyment.

Numerous articles and studies indicated students have various learning styles and no one method of instruction is "the best" for all students. Before delving into some of these articles, a defintion of learning styles and reading styles is appropriate here. "Learning style is the way students of every age are affected by their (a) immediate environment, (b) own emotionality, (c) sociological needs, (d) physical characteristics, and (e) psychological inclinations when concentrating and trying to master and remember new or difficult information or skills " (Carbo, Dunn, and Dunn, 1986, p. 2) and reading style is the individual's reading style when reading (Carbo, 1984b). Carbo (1987e) along with her associates, Rita and Kenneth Dunn at St. John's University adapted the learning style model, with its 21 elements, to reading styles for reading instruction. The following chart depicts the Dunn and Dunn model of learning styles (Carbo, Dunn, & Dunn, 1986, p. 3).


DIAGNOSING LEARNING STYLES
STIMULI
ELEMENTS
ENVIRONMENTAL
SOUND
LIGHT
TEMPERATURE
DESIGN
EMOTIONAL
MOTIVATION
PERSISTENCE
RESPONSIBILITY
STRUCTURE
SOCIOLOGICAL
COLLEAGUES
SELF
PAIR
TEAM
AUTHORITY
VARIED
PHYSICAL
PERCEPTUAL
INTAKE
TIME
MOBILITY
PSYCHOLOGICAL
ANALYTIC
GLOBAL
CEREBRAL PREFERENCE
REFLECTIVE
IMPULSIVE
Simultaneous and successive processing

Note. From Teaching Students to Read Through Their Individual Learning Styles by Carbo, Dunn, and Dunn (1986). Englewood Cliffs, NJ: Prentice-Hall. Used with permission (see Appendix E).

Carbo discusses reading and learning styles by comparing the five stimuli of learning styles to reading. The first stimulus, the environment, consists of four elements; sound, light, temperature, and design. Students' immediate environment can make them become inhibited or relaxed. Approximately 950,000 students have been tested and the Dunns have never found one student not affected by the learning environment (Carbo, Dunn, & Dunn, 1986). Carbo (1987c) explains that poor readers as a group, when compared to good readers, prefer sitting informally with soft lighting. The second stimulus, emotion, consists of four elements; motivation, persistence, responsibility, and need for structure. The third stimulus, sociological, consists of six elements. These elements pertain to whether or not students learn best in groups, alone, with an adult, or combinations of these. The fourth category, physical stimulus, consists of perceptual strengths, intake, best time of day and mobility. The psychological stimulus category is the fifth and deals with global/analytic and hemispheric preference of readers. It is pointed out that all these reading style elements must have careful consideration when reading materials are chosen and the manner in which reading instruction takes place.

Several instruments which test learning styles and modalities were reviewed in the literature. The Reading Style Inventory (RSI) is a diagnostic test in which students respond to questions about the learning style elements which they prefer while reading (Carbo, Dunn, & Dunn, 1986). The RSI-Primary identifies the reading styles of students in first and second grades. The test booklet contains only pictures. The student responds to one of three pictures on each item. The test administrator reads a statement pertaining to the pictures. The RSI-Primary can be administered in about 30 minutes to individuals and to small groups. The RSI-Primary can be processed immediately using the RSI disk with a computer. An RSI individual profile sheet will be printed-out. The first page of the print-out sheet states the student's reading style and also suggests the most suitable teaching strategies. The second page recommends the most effective reading methods for that student. The third page of the print-out sheet lists the types of appropriate reading materials. The RSI group profile disk groups students according to patterns so scheduling is easier and organizing and managing the reading program is more efficient (RSI, 1989, Spring).

The Swassing-Barbe Modality Index came about due to the necessities of need for an objective means of identifying the learning modalities (Swassing & Barbe, 1979). It conists of three subtests, visual, auditory, and kinesthetic. Simple shapes of hearts, squares, circles, and triangles are arranged in sets for the test. The sets of shapes become longer and more difficult as the test progresses. The test takes approximately 15 minutes to administer. The results of the test will identify the learning strengths of the students to capitalize on these strengths in order to have more effective teaching and learning.

Bradway's (1987) Quick Check of Children's Learning Styles is used with young children from infancy through first grade. The instrument is used to identify the prefered mode of learning in young children. The classifications of learning styles used are looker, listener, and mover. The instrument is useful for observing and reporting information on young children which can be used in planning individual therapeutic learning programs. The checklist, which takes only a few minutes to complete, is filled-out by someone familiar with the child's behavior.

During a review of the literature, the whole language approach to reading was abundantly stated in articles. Many of the methods used in the whole language approach: language experience; writing; illustrating; choral reading; and repeated readings can all be meshed easily with reading styles theory.

Cunningham (1988) states teachers should provide nonreaders a chance to start over in learning to read. The use of taperecorded books is suggested starting with easy predictable books such as Bill Martin's *Brown Bear, Brown Bear*. After several listenings, the student can record the whole book on a blank tape then play it back.

Once the book is memorized, the student can begin a sight word bank. A file folder can be used to store each student's cards. The sight words can then be used to begin decoding words.

Larrick (1987) discusses research which has encouraged students' love of reading while developing their skills. In the studies cited in the articles, the use of literature books and whole language strategies has had astounding results. Larrick also states a concern of a school in New York City, P.S. 192, that of standardized tests with the phonics emphasis. She states the school is also preparing the students for the standardized reading tests because this type of test mainly tests phonics and not comprehension.

The whole language approach integrates the reading process rather than fragments it (Goodman, 1987). Three research findings which influence the whole language approach are:

> 1. Kids already know a lot about written language before they come to school....
> 2. The knowledge children have before they read strongly influences how much they will understand when they read....
> 3. Reading and writing help each other develop (p. 64).

Students who are good readers can read library books and join book clubs. They can share books and make bulletin boards about their favorite books. A conference schedule should be developed so the teacher can monitor their progress. For the poor reader, predictable books with high interest can can help students focus what they are reading. These poor readers need to be treated as readers. They may associate reading with skills due to heavy doses of workbooks and basals. They need to feel they are readers.

Searcy (1988) suggests that instructional practice and curricula must aid emergent literacy as an on going process from the first time an infant hears language. Literacy must have meaning and not just error-free sound and wordcalling. Teachers must become "kid watchers" who observe students and make professional judgements to provide more meaningful instruction. Errors should be expected in readers and not frowned upon. Real-life reading and writing should occur.

Aiex (1988) states children's literature and whole language guided reading approaches can pave the way for positive attitudes towards reading. Wordless books with a plot can be used in primary grades. The students must use their imagination to interpret the author's plot. A well stocked reading corner with tape recorded books is useful because they can be used over-and-over to allow students to practice reading and hearing the story. Teachers can monitor the students' progress without testing by "kidwatching" and developing a checklist to use.

Teale and Martinez (1988) discuss a key for fostering reading in young students. That key is an interaction with books. Teachers should read children's literature and are advised to: choose books carefully; prepare by previewing the book; provide the appropriate physical setting; provide a brief introduction; read with expression; encourage children's responses to the book; and allow time for discussion after reading. Students are encouraged to reread familiar books. A classroom library is a must. Immediate access to books appears to affect students' use of books. Teachers who combine reading stories aloud, discussing stories with students, providing classroom libraries, allowing informal drawing and writing, would get students on the right road to literacy.

Many students enter first grade anticipating the time when they can read their first book (Rhodes, 1981). In many classrooms the excitement is extinguished before that moment occurs. Predictable books are a way to ensure that every child gets a chance to read. The repetitive patterns and familiar sequences allow children to join in as the teacher reads the book aloud. The students can begin to develop their writing, draw pictures, and label them or write sentences about them. Rhodes states remedial readers and first graders can develop oral language, reading and writing through predictable books and whole language strategies.

Bridge, Winograd, and Haley (1983) wanted to determine if predictable books could teach beginning sight words as well as a preprimer. The control group used a preprimer and the experimental group used six predictable books. These six books were chosen because they contained the same words used in the preprimer book. The whole language approach of reading the books, discussing the books, dictating stories about the books, and illustrating the books were used. Students using the predictable books learned significantly more targeted words and learned significantly more nontargeted words.

When slow readers listen to commercially recorded books, they tend to have problem finding and keeping the place (Carbo, 1981). Teachers could record their own books, saving money, but more importantly, they could improve students' reading rates, sight vocabularies, comprehension, and attitudes. The teacher-made tapes provide a greater selection of materials. The pacing is better because the teacher can slow the pace for slow readers. Better accumulation of tapes occurs because the teacher can tape the most popular books. The teacher can provide cues to help the slow reader keep his/her place. A greater variety of materials is available because old tapes can have new stories taped over them. Carbo gives specific step-by-step directions in tape recording the books. She suggest organizing a storytime center with recorded books and soft pillows, rugs, and comfortable chairs. Teachers should have students sign their names on a chart as they read the books. Follow-up activities such as puppets, drawing, and creative book reports will enhance the tape recorded books and add interest.

Reading to young students increases their interest in books and in learning to read (Strickland & Morrow, 1989). Through the use of big books, students can associate reading with pleasure. A directed listening-thinking activity can be utilized by which a framework is provided allowing a strategy for organizing and retrieving information from the story. First, the students are prepared for listening by being told what to look for as they read. After they read, the story is discussed. Through big books and directed listening-thinking activity, students' literature interests would increase.

Trachtenburg & Ferruggia (1989) collaborated to review research findings to determine if a shared big book improved children's reading and self concept. They incorporated the language experience approach by Lee and Allen; the repeated readings method by Samuels; and unison reading with enlarged texts by Holdaway to develop a series of lesson plans upon the book Corduroy by Freeman. The original story was read to the students several times. Dramatizations of the book then took place to heighten the desire to read the book. The students were tape recorded as they picture read the story. Trachtenburg and Ferruggia then transcribed and combined two of the readings onto chart paper allowing room for student illustrations. This new text became the basis for further instruction. Hoskinsson's technique of echo reading, choral reading, and assisted reading using a pointer was then employed. Pride of ownership and heightened self-esteem began to take place as students became increasingly fluent. Next, words in isolation were used. Decoding followed with the student's story being placed on transpariencies. The computer was enlisted next to practice the words. Both Trachtenburg and Ferruggia viewed the project of incorporating the landmark studies into one project as successful because of the dramatic gains in reading and self concept which the high risk students made.

Smith (1989) clarifies the definition of emergent literacy as "a child's early experience with reading and writing, experiences that begin to shape the child's view of print in the home and the neighborhood" (p. 528). Smith explains children become print-savvy by being exposed to books and storytelling rather than being taught specific letter sounds and sequences. After emergent literacy the child continues on into conventional literacy. Preschool, kindergarten and first grade students need to be exposed to more than books and printed materials. It also is important for these young children to be exposed to writing such as notes to classmates, to parents, or to friends so they can begin to understand the spelling system and the written language. These students are also encouraged to read orally to each other, to be taperecorded and videotaped as they read. Through these activities writing and reading can be seen as normal channels of communication. Development of positive attitudes would be improved.

When one reads of the gains made through the use of real books, the whole language approach, and reading styles application, questions begin to occur as to their applicability to the worksetting. The use of real books and the whole language approach would not create problems or hardships when used in the practicum. The writer, however, has concerns in the use of Carbo's RSI due to the manner in which first grade students "self-report" on the questionnaire. The writer has concerns due to the fact these young students might lack the ability to relay information about themselves accurately on the questionnaire. Stahl (1988) states young children require metacognitive awareness to complete the questionnaire and some items may bias the results of the tests. The writer does, however, believe Carbo's RSI could be a useful diagnostic instrument when used in conjunction with other instruments similar in nature such as the Swassing-Barbe Modality Index where results are determined by the test administrator's observations, and the Bradway Quick Check which is an observation checklist for behaviors present in children.

After a review of the literature, the writer believes some of the solutions stated could easily be adapted to the Chapter I remedial reading lab program at the school in which the practicum occurred in order to meet the goals. The writer did not see any problems or limitations these solutions would create.

Description of Selected Solution

As stated in previous sections, the literature contained ample evidence that matching students' learning and reading styles to students' reading instruction and remediation can have positive results for those students. Because the writer strongly believed this should occur, the RSI, the Swassing-Barbe Modality Index, and the Bradway Quick Check were used. All three were used to ensure the correct reading style remediation procedures were used in the primary instructional method. The secondary and tertiary reading styles were remediated through instruction which built on the less dominant styles of the learner while primary instruction was used with the predominant style or styles.

The various techniques used in the whole language approach was also utilized to assist in meeting the goal of the practicum. The literature contained substantial evidence that the techniques used in the whole language approach would increase students' literature interests.

The writer could not find any article or study in which reading styles were purposefully matched to the various methods used in the whole language approach. It was believed by the writer that using both together would surpass any other solution to the problem. Through this integrated approach of matching reading styles and whole language instruction techniques, the causes inferred in Chapter II of this paper were addressed to meet the objectives and the goal.

Report of Action Taken

For young students who have been labeled "failure" in elementary school at six years of age, learning to read can be an emotional as well as an educational achievement. In the Chapter I Reading Lab at the school where the practicum occurred, attaining reading skills and the enjoyment of reading literature books was carried out. The 40 first grade retainees at the school increased their literature interests by having varying instructional approaches match their individual reading styles.

During the summer preceeding the practicum implementation, the writer attended the Bill Martin Workshop sponsored by the International Institute of Literacy Learning (International,1989) in Orlando, Florida. At the workshop the writer was privileged to hear consultants from various cities in the United States, from Canada, and from Australia speak about teaching students to become literate. The conference leader, Bill Martin, Jr., was an inspiration to any person teaching reading. The workshop was the perfect "spring board" to begin the eight month practicum implementation. While attending the conference a "Staff Handouts and Teaching Idea" book was given to each one attending the conference. The writer found this booklet to be very useful during implementation of the practicum.

Pre-planning Inservice Training of Reading Lab Aides

With anticipation of good things to happen, the school year began with pre-planning. During these four days the writer had several goals to meet. They were to:
(1) rearrange the Chapter I Reading Lab furniture and educational materials, (2) provide inservice training for two reading lab aides so they would know their reading styles and how to utilize students' reading styles during reading instruction, and (3) provide inservice training for whole language techniques in reading lab instruction.

The writer administered the Swassing-Barbe Modality Index (Swassing & Barbe, 1979) individually to each of the two aides. They also viewed, along with the author, the filmstrip with tape An Introduction to Modality-Based Instruction (Milone, Barbe, & Swassing, 1981). After the sheets to the modality test were marked and scored, the results were discussed individually with each one. The author discussed the contents of the manual which accompanied the filmstrip. These included seven general principles about modality strengths, characteristics of the modalities, and instruction using modalities as a base for instruction.

The two aides also used the RSI-The Reading Style implementation. While attending the conference a "Staff Handouts and Teaching Idea" book was given to each one attending the conference. The writer found this booklet to be very useful during implementation of the practicum.

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Inventory Individual Profile Diskette (1989) with an Apple IIe computer to determine their own personal reading styles. The diskette scored and stored their responses to the questions. The printer was then engaged to print their profiles. The writer also entered her responses on the RSI diskette, scored her responses and utilized the printer for her profile. All three reading lab personel then discussed their results. Each one stated the RSI gave a fairly accurate profile of how they perceive themselves and how they learn best. Also, the two reading lab aides compared their results from the Swassing-Barbe Modality Index and the RSI profile sheet to find the results were similar in the perceptual strength area. The writer, at this time, did not have the aides administer the Swassing-Barbe Modality Index to her due to the fact having just administered it twice could contaminate her responses. It was administered one week later. The author also found a close comparison of her results between the RSI and the Swassing-Barbe Modality Index in the area of perceptual strengths. Just as the literature states, knowing one's own modality preferences (Swassing & Barbe, 1979) and one's own reading style (Carbo, 1987c, Carbo, Dunn & Dunn, 1986) enables one to enhance teaching strategies. Through this training of the aides in reading styles and modality preferences, the writer was able to have their support in the practicum implementation using the concepts of matching modalities and reading styles with reading instruction.

For approximately 15 years, instruction in reading lab had primarily been focused on isolated skill development. To switch over to a whole-language approach while using students' individual reading styles required inservice training in the area of whole-language philosophy and teaching techniques. The writer provided several key articles for the aides to review. She also discussed the articles and the Bill Martin, Jr. conference with the two aides. A video tape from the Wright Group (Wright, 1989) was viewed by the aides and the writer. This was a video provided courtesy of the Wright Group Publishers. A video by Dr. Wendy Cheney, a consultant to Silver Burdett & Ginn, and also a professor at Florida International University in Miami, was also viewed by the reading lab instructors. This video was a comprehensive tape of a presentation she made at a conference for educators. In the tape Cheney discussed the whole-language philosophy and the history behind the current movement in whole-language. The writer and the aides discussed the tape and the implications the information could provide for reading lab instruction.

After these inservice goals were met, the writer began to arrange the lab so students' individual reading styles could be accommodated. Areas of the room were left open with the ceiling lights being very bright. Other areas of the room were softened with plants being used to filter the lights. Pillows were added around the room along with areas of chairs in which to read. Small nooks were created where students could read alone or with a friend. These suggestions by Carbo, Dunn, and Dunn (1986) were easily executed without much added effort.

With the physical arrangement of furniture and educational materials being prepared to accommodate the students' individual reading styles and inservice training of the aides completed, the students arrived at school.

Pre-implementation Testing of Students

The first day of school with students present, the writer was given her list of the 40 first grade retainees who would be attending reading lab. The writer had anticipated a larger number of students based on the previous year's Comprehensive Test of Basic Skills (CTBS) scores. The district changed the geographical boundry serviced by the elementary school, and approximately 20 Chapter I students were transferred to another school leaving 40 first grade retainees who scored below the 34th percentile on the CTBS the previous year.

Two first grade teachers had all the retainees in their rooms. The writer met with both teachers and explained the goals of the practicum, the plan to implement the practicum, and the manner in which reading lab instruction would take place. They very much supported the idea and agreed to cooperate in any way possible.

Students were scheduled to come to reading lab three at a time for approximately 30 minutes each visit. During this time they were acquainted with the writer and the two reading lab aides. One aide would administer the RSI, another the ABC letter recognition test and Eed's most frequently used words test, while the writer administered the Swassing-Barbe Modality Index test and the teacher-made attitudes survey (see Appendix B). After all 40 were administered each section, the students were called back to reading lab for the second round of testing. The students were rotated to the second set of tests. On another day, the students were again returned to reading lab and were administered the third rotation of tests. During the three sessions on different days each lasting approximately 30 minutes, each student completed the battery of tests mentioned. The test of writing vocabulary words and the informal reading inventory were administered at a later date.

The RSI-Profile Sheet on each student provided "three pages of practical ideas for teaching a student to read. Page one identifies the student's reading style and suggests the most suitable teaching strategies. Page two recommends the most effective reading methods for the student. And page three lists the kinds of reading materials needed" (RSI, 1989, p. 2).

The ABC letter recognition test (see Appendix F) provided information on each student's knowledge of the alphabet. Just as Clay (1985) stated, "It is usually desirable to take stock of and tidy up a child's knowledge of the alphabet" (p. 71). This test was administered by using a three inch by five inch flash card with one upper or one lower case letter on each card. Also included were the "a" and " g" in script-type form. One letter was shown at a time with the student responding orally. Clay makes three important points in using letter recognition instruction.

> Letter learning for most children is done incidentally as they learn to read stories. Special help with letter learning for reading recovery children must not become an end in itself. It is a minor part of a recovery programme. The child cannot afford to waste time on letter games when he could be reading well-chosen books. Careful judgement is needed to give the child just enough opportunity to gain control of letter recognition (p. 71).

Eeds (1985) list of the 227 most frequently used words in 400 children's books provide a list Eeds calls "Bookwords". The writer of the practicum believed Eeds' philosophy set forth in the journal article paralleled her beliefs, also. The writer took the first 50 "Bookwords" to use as a vocabulary test (see Appendix G). Each word was written on a three inch by five inch index card and shown individually to the student. This provided the writer with information on each individual student's vocabulary of basic reading words. Eeds explained the words should be pointed out during the reading and writing process. The words should be taught in a "meaningful and entertaining way" (p. 422).

The Swassing-Barbe Modality Index test (Swassing & Barbe, 1979) is a matching-to-sample task. The shapes of circle, square, heart, and triangle are used to test students' visual, auditory, and kinesthetic modality preferences. The test was administered using the shapes according to procedures in the directions for administration and scoring. The writer chose to use this modality test because it was based on the administrator's observations and not a self-reported test. The writer believed it would give added information on each student's modality preferences.

The teacher-made attitude survey (see Appendix B) was administered to the 40 students on an individual basis to ascertain their interests in children's literature. The students answered individualy to questions with responses of "a whole, whole bunch" given a rating of 5, "sometimes" given a rating of 3, and "never" given a rating of 1. The students were then asked, "How many is that?". This was asked to determine if their responses were a reflection and appropriate number for the response. It also gave an indication of the metacognitive awareness of themselves as readers.

Using Clay's (1985) test of writing vocabulary words, the writer administered a ten minute writing test.

It was decided to wait until students had been attending reading lab for one week before administering the test. This test could be administered to small groups of four to five students at a time thus cutting down on the amount of time testing students.

Clay stated this test provides information about students' visual discrimination of print, knowledge of the alphabet, left to right sequencing, details, and hand and eye coordination. The students were given a blank sheet of paper without lines. They were asked to write their name and to copy the date from the chalkboard. Next, the students were asked to write as many words as possible from memory. The writer helped to generate a few words to get the students started. Words such as: go, red, it stop, and the were suggested. The students were given ten minutes to complete the task.

It was explained by Clay that this test is both a reliable and valid indicator in that it has a high relationship with word recognition scores. She warns, however, that teaching students to write words would not assure success in reading.

The Classroom Reading Inventory (Silvaroli, 1974) was administered on an individual basis to each first grade retainee attending Chapter I Reading Lab. The writer wanted evidence of the child's reading level and comprehension level while reading orally. The writer has used the test for a decade and has found it to be quick and easy to administer and score. It has, in past years, provided a fairly accurate reading level of students. Therefore, the writer chose to use it in the practicum. The test provided the independent reading level, the instructional reading level, and the *frustration* reading level of the student. Form A, Part II of the oral selections was used during the pre-implementation testing.

All the first grade students in Chapter I Reading Lab had been retained in first grade. The writer knew the students who were being retained at the end of the previous school year. She met, at the close of that school year, with all first grade teachers to ask them to complete the Quick Check of Children's Learning Styles (Bradway, 1987). This test requires the observer to have observed the child for a period of time. The writer believed she could not complete the checklist at the beginning of the school year without observing the child for at least one month. Therefore, she decided to have the classroom teacher who had retained the child complete the behavior checklist. The writer reviewed the instructions and the checksheet with the seven first grade teachers. They were requested to complete the forms and very willingly did so. When the sheets were all returned back to the writer, she realized at that time, the teachers had not completed the sheets in the same manner. The writer looks back at this and realized the teachers needed inservice training before being asked to complete the task. The writer stated this checksheet could be a very useful tool, however, due to the non-standardized manner in which the forms were completed at the end of the previous school year, the results were not as useful as had been planned.

Files and Charts

A file was established for each student which contained the test results for the individuals. After all files were completed the results were charted. The charts for the RSI results were developed first. Students with "strong" kinesthetic scores were noted on a chart near the teacher's station. A chart with "moderate" kinesthetic preferences was also placed near by. The same was done with tactual preferences of "strong" and "moderate". The auditory chart listed students with "excellent" or "good" scores as did the chart for the visual scores. Another set of charts was developed which listed students with a "none" score on the kinesthetic and tactual section and "poor" on the visual and tactual sections. In this manner the writer could quickly glance at the charts when instruction was being planned or occuring to decide the best manner or the inappropriate manner in which educational material was to be presented.

Results on the Swassing-Barbe Modality Index were placed on charts. Students with auditory, visual, kinesthetic, and mixed modality preferences were listed in the appropriate category. Also, students scoring extremely low scores in any area were noted. Again, the writer used this information when reading instruction was planned and presented.

Reading Instruction Utilizing Reading Styles Begins

Students attending reading lab have been labeled "failures" in the area of reading. Therefore, it was important to have them begin successfully reading a real book as soon as possible. Due to the fact most of the students were emergent readers and others were early readers, predictable books were chosen for the first weeks of instruction time. Bill Martin, Jr.'s (1970b) classic Brown Bear, Brown Bear, What Do You See? was chosen as the first book. Just as Rhodes (1981) and Bridge, Winograd, and Haley (1983) explain, a predictable book can enable the poor reader to begin to read with clues to words being given in the rhythm, rhyme, and repetition found in the story, along with visual clues in the illustrations.

In order to accommodate the reading styles of the students at the time instruction began, the writer made the statement, "Today, we are going to share the book, Brown Bear, Brown Bear, What Do You See?. Please make yourself comfortable. You may sit on a chair, on the carpet, or use a pillow. Just sit where you would feel most comfortable." The five students in the group just looked at each other as if to say, "What are we supposed to do?". The writer explained the instructions to the students again at which time all the students moved to the carpeted floor from the table and chairs where they were sitting. In this manner, the youngsters could accommodate the environment design and mobility which best suited each one personally.

The writer began lesson one when she introduced the book by discussing the cover. The author of the book was pointed out along with the illustrator. The definition of an author and illustrator were explained to the students. When the writer had first asked what an author or an illustrator was, not one student knew.

The book was entirely read the first time with the writer pointing to the words as they were read. A few students joined in reading when they became aware of the predictability of the words. After the book was read to the students, it was read again with encouragement to join in. They laughed and giggled as the inflection of words changed with the reading of each animal.

Students were asked to return to their seats. Six student chairs were clustered around a table. Each of the five students had a set of earphones which were all connected to a tape player. Each student had his/her own copy of the book. The writer played a tape of Bill Martin reading the book. His delightful voice just invited the students to read along, which they did. After the tape was concluded, the book was discussed.

During the next lesson using the book, the tape of Bill Martin reading the passage was played again. The writer then used three inch by five inch unlined index cards which contained the color words and animals employed in the story. One word was placed on each card making a deck of cards. The writer shuffled the deck and dealt the cards out to the five students. The cards were placed face-up in front of each student. Each student then turned to the first page of the story in his/her own copy of the book. Who ever had brown or bear put the card or cards in a pocket chart hanging on the board. Next, red and bird were placed in the chart. This continued until all the color words and animal cards were placed in the pocket chart. Next, the cards were removed, reshuffled, and dealt again. This time the writer explained just color words were to be placed in the pocket chart. The students placed them as directed one under the other. Then they were instructed to match the animals to the colors used in the book by placing the card beside the match. Some were able to place their cards in the appropriate slot without looking back to the text, while others used the text as a guide. The students were very enthusiastic while these activities were taking place. The writer noted that some students sat in their seats during the activities, some were on one knee, while others stood the entire time.

These two lessons were repeated with each of the nine groups of first grade students attending reading lab as they rotated from station to station during the week. Through these two lessons, the reading styles of the students were accommodated in various ways. The elements of design, motivation, structure, mobility, and perception were all accomplished in a planned manner.

The third lesson began with students when students were asked to sit where most comfortable with their copy of Brown Bear, Brown Bear, What Do You See?. The writer and group choral read the story. They were then asked to pick a partner, join a group, or read the story alone. Most chose a partner with whom to read. When they completed the book, they all gathered back at their seats.

Six tape recorders with two earphones attached to each were placed around the room. One was under a table where the light was dim; one was in a small isolated corner; and four were out in the open area of the room. The writer instructed the students they could record themselves reading the book. They could work in pairs, alone or in a group. Did they ever read! When the class was over they did not want to stop! Reading and hearing themselves back was an experience many had never encountered. Just as Allington (1980) states, poor readers need to read as much as possible, and these youngsters were reading a large percentage of the time they were in reading class.

Through these three sessons in which each of the nine groups participated, the following points were stressed. First, some of the reading style elements were accommodated to each of the students. The element of intake was not accommodated in reading lab due to the rule of no food or drinks allowed in areas with computers. The reading lab had ten computers, so this element was not considered. The writer allowed the students to seek their preferences rather than forcing an inappropriate reading style on a learner. The lessons went smoothly and the students did not appear "stressed" at anytime.

Second, using the philosophy of whole language the writer, during the three sessons, utilized the following steps, just as they are listed by Eggleton (1990), a teacher from New Zealand.

* read the book to a small group
* choral read the book
* students read the book independently
* students read the book with a partner
* follow-up with a recreational reading activity

Just as Eggleton stated she evaluated students by checking on students' interest in the story, willingness to return to the story, and enjoyment of the book's illustrations, so did the writer. Literally, all the students passed this form of evaluation.

For a more formal evaluation, the writer and one aide administered a reading inventory (see Appendix C) individually to each student. This was not done in reading lab class, but in the afternoon when the writer and one aide had a planning period. The writer and the aide went to the classrooms and tested each student individually in a small room or a hallway adjoining the classrooms. The student was handed the book and asked to read it aloud. Some chose to stand, some sat on the floor, and some sat on a chair. As they read the passage, the listener discreetly marked the words missed on the inventory. Factual and inferential questions were asked. At that time the writer made notations of the actions of the child while reading.

The students were given their certificate (see Appendix I) and a sticker. Each student was very proud. Ford and

Ohlhausen (1988) suggest seven guidelines to keep classroom incentives from being threatening to poor readers. The manner in which students were tested and then rewarded, adhired to their recommendations.

The day following the testing, when the students returned to reading lab, the "I Can Read Read Books Club" was discussed with each of the nine groups. The writer told each group how proud she was they could read real books. Now reading lab would be a club for all of them. They were told special activities using real books would take place in reading lab.

The book and tape of Whistle, Mary, Whistle by Bill Martin, Jr. (1970e) was the next book and tape to be utilized for reading instruction. This book was selected because the text was repetitious and the pictures cued the words in the story. At this early stage of reading where most of the reading lab students were, pictures provide major cues in reading, according to Cutting (1989).

Basically the same procedures were used with this book and tape as with Brown Bear, Brown Bear, What Do You See?. However, instead of making a deck of word cards, the writer employed the use of sentence strip paper. Twenty-eight strips of paper were used for the story. Each strip contained a sentence which appeared on a single page. The quotation marks were not included in the sentence strips. These were all placed on small pieces of sentence strips. The students were dealt the 28 strips with the sentences on them along with the small pieces with quotation marks. Their job was to place the

28 strips in sequence as they appeared in the story. The students had to go page-by-page in the story, decide if their strip matched the line appearing on that page matched their's, add the quotation marks in the appropriate place, then tell who was speaking. The students completed ten sentences at a time, since that was all the pocket chart could hold.

Here again:

* Reading styles were accommodated.
* The philosophy of whole language was employed.
* Tape recordings of the story were used.

One boy, Anthony, said, "Mrs. Thomas, I love coming to reading lab, we never have to do any work here." What a compliment! He associated reading with pleasure and not as a chore. Through accommodating the reading styles of the individual, they were comfortable physically and mentally.

James heard the book several times during the three lessons, but he always giggled at the story when Mary whistled to get a man. What fun reading was for the students using a real book. The reading skills were learned in context in a book instead of on a "purple ditto" which the students associate as being "real work".

As with the previous story, each student was tested and given a certificate and sticker to take home. Here, also, with these lessons, students were given ample reading time in lab. Clay (1985) states, "To help those children who are becoming reading cripples in the first year of schooling, we do have to organize: .... to give more reading time to those children who are making slow progress(p.51)."

Reading Instruction Via Bill Martin, Jr.

"Hello, boys and girls! This is your friend Bill Martin", the tape rings out. John looks up from his book wearing his earphones and says, "Mrs. Thomas, did Bill Martin write all the books we read in lab?" The writer just laughed and said, "Not all of them, but a lot of them." Thus started the lesson utilizing Fire, Fire, Said Mrs. McGuire, by Bill Martin (1970c). For this book the writer chose to use the tape by Bill Martin first before she read the passage. This tape has a "catchy" tune with a drum beat which the children enjoyed right from the first beat to the last.

After the students listened together to the tape, they were instructed to sit where they would were most comfortable. The writer read the book aloud while pointing to the words. The students "chimed" right in as they followed the story. Next, they were instructed to pick a partner, read alone, or read with a group. As they read the writer walked around the room to monitor and assist in any way. Some students were under a big table, while others were scattered around the floor on pillows. One boy asked if he could read to the teacher and she replied, "That would be great."

The activity to focus the students' attention to the printed word in the story,utilized the use of rhyming words. The writer had each student sit where ever he/she wanted with a copy of the book. The writer identified a word on a particular page and then asked students to point to the word which rhymed with it. The writer the said, "One, two, three," then they spoke the rhyming word. It became a little game where: a word was given; they pointed; the count down occurred; and the rhyming word given. The students seemed to like it. The game was none threatening and students who did not know the answer were provided the information by the group.

After this activity, they were told they could listen to the tape again or record their own version of the story. Most chose to record themselves reading. This had become a very popular activity.

The students were tested individually on the reading passage and on answering the factual and inferential question. When the test was completed, they were given a certificate and a sticker.

The two classroom teachers of the students attending reading lab had become enthusiastic supporters of the instruction their students were receiving in reading lab. The type of reading instruction was being discussed with one teacher when she made the statement, "I feel my students are gaining more from reading lab than ever before. I am pleased with the progress they are making so far."

The Longest Journey In the World (Morris, 1970) is part of the series "Bill Martin's Instant Readers". The previously used books utilized for instruction were part of this series. Bill Martin had recorded most of the books in this series. The writer first read the book to the students then students listened to the tape.

Eeds (1985) "Bookwords" which were contained in the story were placed on the board. The group went page-by-page looking for the words and pronounced them when they were located. With the words in context in the story, the students focused on the words and were cued with the semantic and syntactic clues in the story. Students were not administered a reading inventory on this book.

Utilization of Reading Styles Charts

As instruction and activities were taking place during the year, the writer frequently checked the charts next to her chair to ascertain student's results on the RSI. Most of the activities students had been given, allowed them to choose their preferences in most of the elements. Following are the explanations of the stimuli and corresponding elements and to what degree they were applied during reading instruction.

Environmental elements are sound, light, temperature, and design. For these elements the students had to "seek" what was most comfortable. Parts of the room were quieter than others. Some nooks in the room were more isolated and therefore quieter. The light in the room varied in areas from very bright flourescent light to very dim areas shadowed by plants and cabinets. The areas under the big table, under the computer table, and under the typewriter table were all popular low light areas. For temperature, there was not much which could be changed due to the fact reading lab had central heating and air conditioning. The element of formal versus informal design in the environment was well met. For almost any activity the student chose whether to sit in a chair (formal) or to sit on the floor or pillow (informal). The writer did not insist that students behave in a certain manner due to their responses on the RSI charts. She let the students choose which element was most comfortable for them. Also, Carbo, Dunn, and Dunn (1986) state "The younger the student, the more likely it is that change will occur .... (p. 6)", therefore, the students chose the elements since individual responses could vary from time-to-time.

The emotional element of motivation is one area which is stressed in reading lab. Verbal rewards, physical rewards of big hugs, and tangable rewards of stickers, certificates, erasers, and novelty items were frequently given for a job well done. Through these the element of persistence tended to increase due to the encouragement each child received. When each student read a story to a listener, it was a "one-on-one" experience in which each student received special attention and motivation. There was a chart with each student's name, which listed the books he/she had read successfully. The element of responsibility was not much of a problem using books. Due to the alternatives which were provided, the students followed through with the assignments. The environmental element of structure was also compared to the charts during instruction. At the first of the school year some students exhibited difficulty when told to find a comfortable place to read, but as time progressed, most of the students became accustomed to making choices.

The sociologial stimuli involves students learning with peers, alone, with a teacher or in a varied manner. When questioned on the RSI, students indicated their preferences and these were charted. Here, also, the writer allowed the student to make choices as to the appropriate element when reading instruction was occurring.

The physical stimuli which dealt with the element of time for energy levels could not be met so it was not charted. First grade retainees come to reading lab between 9:20 A.M. and 11:35 A.M. The element of intake was not charted. Mobility was a physical element which was easily met as was previously discussed. The area of perceptual strengths was one element which was charted for those scoring strong or high in areas but also those rating low or none. Special attention was paid to those students with poor visual and auditory scores but strong kinesthetic scores. Carbo, Dunn, and Dunn (1986) state, "Young children, and those who seem to have problems in conventional classrooms, often are kinesthetic learners (p. 15)."

The psychological element of global and analytical thinking was not charted, but most instruction was globally orientated, due to the fact most young students up to age eight are global thinkers (Carbo, Dunn, & Dunn, 1986).

Instruction At Halloween Time

Bill Martins's (1970d) Instant Reader The Haunted House was utilized for instruction around the Halloween holidays. The writer read the story to the students after each was situated in their favorite spot. The reading of the book required the book to be turned in different directions. Sometimes upside down, sideways, or at times round and round. This delighted the students. The writer utilized sentence strip paper for the manipulative activity of the words. The sentence or that part of the sentence which appeared on each page was printed on sentence strip paper. The strips were shuffled and dealt to the students. Each student received around six strips. These were placed in front of each student on the table. They were told they could sit or stand for the activity. Each student had his/her own copy of the book. Starting at the beginning of the story, the student with the matching strip to the story placed the strip in the pocket chart on the board. Ten strips in sequence with the book were completed at a time until the story was finished.

The second Halloween book was A Ghost Story by Martin (1970a). The writer read the story in a "spooky" manner, but on the last page she shouted out, "He's got you!" They laughed, then said it scared them. Twenty of the words were placed on the index cards. They were dealt out to the students. This time they placed the cards with the vocabulary words in their books as they located them in the story. As each student completed the task, they were given a sticker. When all were completed, the cards were handed back, reshuffled, and dealt out again. This was repeated several times. Next, the students recorded themselves reading the story. What fun it was to watch them read with expression, putting the Halloween spirit into the words. Just think, the students did not complete a ditto.

the writer did not have to grade the dittos, reams of paper were not used, yet the students learned the words and the jest of the book.

Illustrating A Story

Sounds of Language is a series of readers by Bill Martin (1972). One of the books in the series is Sounds of Home. The book has a series of tapes to accompany each story, poem, or song in the book. The writer choose the poem "Good Night, Mr. Beetle" to begin students' illustrations of readings. The tape with Bill Martin and his musicians reading and singing the poem captivated the students. The students wrote the poem in the lower left hand side of sheet of white unlined paper. The students illustrated the animals in the story. They were requested to notice if the animal was addressed as Mr., Mrs., or Miss, and to then write the name of the animal under the illustration. When all the animals were illustrated and labeled, the sun and moon were added. When the students were drawing their pictures, they would hum and sing the poem to the tune Bill Martin and his friends had performed on the tape. Such pleasure while learning was exhibited!

The students were asked to take their poems home and read it to at least one person, then report back the next day in reading lab. The writer wanted to encourage the students to read not only at school but at home. Some of the students responses were as follows: "My big sister liked the way I sang the story", and "My daddy liked how good I can read." The students who reported back, all had positive comments.

Writing And Illustrating A Book

"Round Is A Pancake" is another poem in the book Sounds of Home. The writer read the poem to the students as she pointed to the words which was followed by choral reading. The students then listened to the poem as it was read by Bill Martin on a tape. The students then generated the names of "round things". These were listed on the chalkboard as they were given. When a sufficient amount was acquired, the students, assisted by the writer, "clapped" the number of syllables in the words with that number being placed next to each word. With this completed, the students were instructed to find the number of syllables in certain words in the Bill Martin version. The students then created their own poems by substituting words with corresponding number of syllables. The students were supplied with seven half sheets of unlined white paper. Each page in Sounds of Home would correspond to each page in the student's book. The students then chose their round objects which was then illustrated on that page. This required the use of rhyming words and words with the correct number of syllables to keep the rhythm and rhyme of the poem. The last page of "Round As A Pancake" was used verbatim in the students' books. Each of the nine groups wrote and illustrated their own books. Some groups generated round foods, others round objects in space, others round objects to wear, while one group came up with round objects which rolled. Seeing the students being creative, while working together reading and writing, was a rewarding experience for the writer, but also a very frustrating one.

When the students had written and illustrated the poem about the beetle, it was just a matter of copying that poem out of the book and illustrating the pictures. However, this time with them writing and illustrating the book, a little confusion occurred. The writer had to guide the students step-by-step and model the writing on another sheet of paper because they were writing off the side of the paper and beginning at the very bottom of the paper on a long passage. Once the book was finished, the students were very proud of it. Covers were place on the booklets which the students then illustrated. Also, on the cover, the title which was choosen was placed on the book cover along with "Written and Illustrated by______".

Both of the classroom teachers were pleased with their students' work on the project. Some of the students read their books to other groups in reading lab as well as to members in their own group. Routman (1988) states, "Treating children's works as literature increases the value placed on their writing and allows them to feel validated and rewarded for their efforts (p. 113)."

One notation here about reading styles needs to be made. The writer told the group they could sit where ever they wished to write and illustrate their books. None moved to the floor. Literally every single student chose to remain at the table. Here again, the students adapted to their own individual elements to fit their need at the time. The students were asked to take their books home, read them to at least one person, and report back to the writer what that person had said about the book. Again, all the students who reported back made positive statements.

The Use Of Poetry

"Teachers who regularly expose children to poetry are destined to leave a lasting impact on writing programs (Ford, 1990, p. 3)." Through the use of poems transformed into books, the students were able to read them immediately. In order to expose the students to more poetry, a short poem, "Jump, Jump", was used from the book Sounds of Home. This lesson consisted of students looking at one page while Bill Martin sang the song on a tape. The students joined in during the playing of the tape. Bill Martin has a demeanor which draws the student into reading and singing the poem. No cards, no sentence strips, just reading and singing "Jump, Jump".

Chicken Soup With Rice (Sendak, 1962) was selected as another poetry book which the students illustrated. The students were read the entire book, choral read the book, then read the book in pairs. Next, they were provided sheets of paper in the shape of soup bowls. One month was placed at the top of the bowl. The group read the verse for that month then illustrated what it meant to them. When all 12 months were illustrated, booklets were assembled with covers containing their name and title of the book. Through these illustrations, the images the written word brought forth were expressed in their drawings.

"Christmas Is Coming"

Randy asked, "Mrs. Thomas, you know what I want momma to buy me for Christmas?" She replied, "What's that, Randy?"

"I want her to buy my a taperecorder, some books, and some tapes so I can do all of this at home!", he replied. Randy was a quiet boy, who at the beginning of the school year was reading orally at the frustration level at the pre-primer level. His reading had improved so much and his confidence in his reading ability had also improved.

The classroom teachers had their students write letters to Santa with a wish list. One teacher mentioned she had more requests in the letters than usual for books this year!

The Tiny Christmas Elf (Peters, 1988) is a first-start easy paperback reader with 49 different words appearing in the text. The writer selected this book as the first commercial book each student would receive to take home to start a collection of readable books. The writer purchased 42 copies of the book, one for each student to keep and two to remain in reading lab. The writer instructed each student to sit in his/her favorite spot to listen to her read the book about the little elf. They then returned to their seats where the students were given their copies with their names inside the cover. It took only a few seconds when they began to ask, "Is this my book? Do I get to keep it?" When told it would be their's when they learned to read it, they got all excited, clapping their hands and hugging each other.

The writer and the aide tested each student individually on oral reading and comprehension of the story. The books were sent home with a letter (see Appendix J) for a signature of an "official listener". Through the use of the letters and certificates going home to parents and guardians, they became participants in the child's literacy process.

When Jerry returned the day after he took his book home, he said, "My mother was so happy. I read a whole book and didn't miss a word."

Right before Christmas, the writer had a student visitor from the local high school, who was also a member of the Future Teachers of America club. The students asked her if she would listen to them read her a story. The writer was so pleased to see the students' progress and their confidence increasing.

Reading Lab Aides

During the first semester of school, each of the reading lab aides was working with small groups of students just as the writer had been doing. One of the reading lab aides managed the area of reading lab in which the computers are utilized. This aide began her lessons with 15 minutes of reading skills instruction for each group then followed by 30 minutes working at the computers. There are seven computers at her center, which provided a computer for each student during instruction. Since phonics instruction was required to be taught in reading lab, the aide carried out much of the skills instruction in a scope and sequence manner. Through the knowledge gained during the inservice training, she was aware of reading styles and how to accommodate these needs of the students. During instruction she utilized the kinesthetic preferences and applied this to instruction with the computers. Studies have shown that when computers are utilized along with traditional instruction, the students develop a higher achievement rate than when just traditional instruction occurs (Wheeler, 1988). It has been found in reading lab, that low achieving students stay on task for longer periods of time when using the computer. During the 30 minute time blocks in which the students used the computers, each student was drilled on specific skill; tutored on certain skills; solved problems; or performed word processing activities.

The second aide in the Chapter I reading lab also had short phonetic based lessons for the first ten to fifteen minutes for most of her groups. When the phonics lessons were completed, this aide would then read a children's literature book or poetry book to the group. This was followed up by discussing the book. Sometimes the group would choral read the story. Partners reading together was a popular activity at the aide's center during the first semester.

The aide would also re-read books which had been used in instruction at an earlier date. When books were used for instruction, they were not "run into the ground". The writer took this advice from Bill Martin whe she attended his workshop. He said to read and enjoy the books, but not to "overkill" with instruction. He said it was better to revisit the book at a later date. Clay states much the same, "We need not over-instruct. In fact, if we believe that all learning stems from our instruction, our programmes may lack the flexibility for individual children to succeed" (Cutting, 1989).

Monday, Tuesday, and Wednesday, the nine groups rotated among the three instructors' areas so by Wednesday, each student had been exposed to the three separate lessons. On Thursdays, classic children's stories, which students listened to and were not required to read, were used. These stories provided a wealth of new vocabulary words to "flood" the students' ears with new and interesting words and plots. These were chosen so students would want to learn to read.

> Children learn a lot about reading simply by listening to stories being read to them. Altogether if children listen to teachers read with them for 20-30 minutes per day, they will listen to well over 100 hours of stories in a school year - and that's a lot of the "sounds of their language" in their heads (Cutting, 1989, p. 95).

The writer finds it appropriate to state here that her philosophy and that of the two reading lab aides parallelled that stated by Routman (1988), "Perhaps the most critical factor in developing a personal philosophy is the way the teacher views and treats children. Trust, respect, support, and high expectations must be generously and genuinely present for all children (p. 29)". Both reading lab aides and the writer imparted this to the students. It was well received by the students. All three instructors watched during the year as the students became self-confident readers who were interested in reading.

Second Semester of the School Year

The second semester of the school year started with the use of two books, Arty the Smarty (McNulty, 1986) and Gregory's Dog (Stobbs, 1984). The nine groups of students were progressing to different levels, so the writer decided at that time to use books of varying levels of difficulty. The seven groups which had progressed at a faster rate were instructed in Arty the Smarty and the other two groups used Gregory's Dog.

It was decided that one aide would instruct using the same paperback books along with the writer, to speed up the number of books which would be read during the remainder of the year. A book was purchased for each student to have. Thirty-two students would use Arty the Smarty and seven students would read Gregory's Dog. The individual students' names were placed on the inside cover of the book along with "I Can Read Real Books Club - Chapter I Reading Lab".

On Monday, the group with the aide and the group with the writer were introduced to their books. The instructors read the book in its entirety while students were located in their favorite spots. They then were asked to return to their seats. A deck of cards with 50 of Eeds (1985) Bookwords were dealt out to the students. They were told all the words were not in the story, but some of them were. In total, 38 of the first 50 Bookwords were in the story. As the students located the words, they placed the cards in the book. With this activity completed, the students chose a partner or read alone in their favorite spot, the book Arty the Smarty.

The book was 60 pages in length, so the writer knew there would be insufficient time to test each student individually orally reading the entire book. Therefore, she moved from pair to pair and listened to each student read at least five pages. In this manner, she ascertained the reading ability of the students as they read. As the students completed reading the book, the writer asked the comprehension questions to each student. The aide did the same with her group. During the following days of the week, as the students rotated to the different centers in the room, the activities continued. When the students, whom the aide first instructed, came to the writer's center, they again heard the story. They then selected a partner and read the book. The writer told them if they did a good job reading, they could take their books home. Excitement ran high as they read their books. The aide had the students she was instructing do the same. All of the 32 students received their books along with an accompanying letter (see Appendix K). On the following days, the signed letters were returned and each student received two special stickers.

The seven students instructed in Gregory's Dog had been exhibiting slow progress in reading. Six of the seven students were in the process of being tested for special classes such as Specific Learning Disability (SLD) classes and Educable Mentally Handicapped (EMH) classes. The other student was an Hispanic boy with a limited English vocabulary. Even though they were making slower than usual reading progress, it had not "dampened" their enthusiasm for books. The writer wanted this excitement to continue, so she chose a shorter story for this group. She did not want the students to become self-defeated by the size or length of the book.

For Gregory's Dog, the book used by these seven students, the entire story was read first with each student in a cozy spot. The writer then handed each student his/her personal copy of the book. The writer and aide read the book slowly and the students choral read and pointed to each word as it was spoken. The writer had found during the first semester with these students, that keeping them focused on the words in text was a real challenge. Through having them point with two fingers, it aided in keeping them on task in the proper place.

After choral reading, index cards containing the words from the story were dealt out to the students. They located the words in the book and placed the card on the page where the word was found. The students then paired up to read the story. Each student read the entire book to either the writer or the aide, then the comprehension questions were asked. They all did a great job! They were given their letter (see Appendix L) and book to take home. Their classroom teachers talked with me and said the students had read the books in class and had done a great job.

During the following days, the letters were returned. One mother of a student reading Gregory's Dog wrote a note on the returned letter which said, "Thanks to all of you, my daughter reads so much better and she is constantly interested in reading. Thank you!". Just as the Juanita Project Parent Questionnaire Summary (Carbo, Dunn, & Dunn, 1986) stated, 71% of the children's parents had observed a change in their child's reading for pleasure when reading styles was utilized in reading instruction. It was very rewarding to see so many of the letters being signed and returned back to school.

A few days after instruction in Gregory's Dog was completed, one of the writer's Hispanic male students in second grade, who has a brother in first grade reading lab, saw a copy of Gregory's Dog on the table near the writer's seat. He said, "My brother has a book just like that. He reads it to my momma, to my dad, then to me and all my brothers and sisters. He's driving us all crazy!" The writer really liked that kind of craziness! It also reassured her that students were reading and enjoying the books at home.

At this stage of the emergent reader, successful independent reading of a satisfying book is most important (Cutting, 1989). Through accommodating reading styles of the young students along with using real books and whole language philosophy in teaching, the low achieving students were able to be successful independent readers.

The third set of paperback books introduced to the students, which became part of their personal library of readable books, was Funny Face at the Window (Asheron, 1987) and The Good Bad Cat (Antle, 1985).

The seven groups, which had progressed at a faster pace used Funny Face at the Window which was an easy reader with 162 different words in the text. One-half of the words were used at least three times; one-fourth on the words at least six times; and some as much as 37 times. The antics of the little monkey kept a high interest level of the students.

The writer and the aide both introduced the book to their groups by reading the entire book. The students then read in pairs or alone. The writer moved from group to group and listened as each read five pages. Again, as they finished, she questioned them individually for their comprehension.

The Good Bad Cat was utilized with the seven students who were still in the early stages of becoming readers. The limited vocabulary and the illustrations in the book made it easier for these students to read the words. The writer and the aide introduced the new book by orally reading it, followed by a discussion of the cat in the story. The vocabulary words found in the text were placed on individual index cards. These were dealt out to the students which they matched to the words as they appeared in the text. When the words were located, all cards were gathered up, reshuffled, dealt again and the activity repeated. The students then broke into small groups to read. When finished, each read individually to the writer, at which time she evaluated their reading.

Muffy and Fluffy (Craig, 1988a) was another easy reader which contained only 44 words in the story. Both level of readers used this book for instruction. The writer and a lab aide introduced the story by reading the entire book to the groups. The 44 words were individually placed on index cards and then divided into two sets. The writer took 22 cards along with a lab aide taking the other 22 vocabulary words. Both instructors used hands on, manipulative, tactual learning games to reinforce the words from the story. The writer dealt the 22 cards out to each group, then each student would locate his/her words in the story. When the word was located, the card was placed in the book.

A lab aide read one page at a time. If a student had a word located on that page, he/she held it up in the air. These activities would accommodate the visual, auditory, and tactual modalities. Through these types of activities, the learning syles of modality preferences of each student were addressed.

When this activity was completed at each station, the story was choral read. The students then chose where to sit to read alone, in pairs, or with a group. Due to the fact this was a short book, the writer tested each student individually on an informal reading inventory. When the students had all completed reading the book, they were given a letter and book to take home.

Through the continued use of rewarding the students by adding to their home library of readable books and involving the family at home in the literacy process, the writer was seeing and hearing converstions more frequently which dealt with books. One student, Maxine, had been absent the previous two days. When she returned to school, the writer read the book Muffy and Fluffy to her then had her read with another student. One male student, Danny, said to Maxine, "Isn't that a good book? It's one of my favorite!" Then the group began to discuss the books which they had read in reading lab. They were all laughing and talking to each other about books! The writer knew they enjoyed and appreciated the literature books.

Aesop's Fables: Their Versions

Writing had become a component in the literature based instruction which the writer wanted to put more emphasis on during the fourth and fifth six weeks grading periods of school. The Wright Enrichment Reading Books of Fables from Aesop by Biro (1988) were utilized. On Thursdays, the students became writers and illustrators of their own versions of the fables. The writer chose four fables for the students to use. They were: The Fox and the Crow; The Goose That Laid the Golden Eggs; The Hare and the Tortise; and The Lion and the Mouse; all which are retold and illustrated by Biro (1988).

During the first lesson, the writer and the two reading lab aides read one of the fable books to their individual groups. The fable was discussed along with the moral of the story. The sequence of the story and the charactures in the story were discussed. When the instructors observed the students, through discussions, understood the story, they supplied each student with about five half-sheets of white unlined paper. The students wrote their versions of the fable and then illustrated it. The students then wrote the moral of the story on the final page of their books. Covers were prepared by the students which they then assembled into books. The students then read their stories aloud and shared their illustrations. Each book took two weeks to complete. Thursday had become the official "writing and illustrating day".

The writing component utilizing fables lasted eight weeks. Through the use of fables and the writing, students became much better at the writing process. The writer observed the students rewriting and clarifying the stories as they wrote. She also saw the correct use of punctuation marks increasing as the eight weeks progressed. Some students would ask, "Is this spelled right? Do I need a period here?"

The writer noticed a big improvement not only in spelling and punctuation during the eight weeks, but also the ease at which the students completed their books. They learned stratagies such as: looking up words in the book to spell correctly; flipping pages to determine the sequence of events; discussing their ideas with another student; and illustrating to support the story. At no time during the eight weeks did the writer mark in the students' books to make corrections. The writer wanted to honor the students' work as their own and not defeat the students' pride in the books which they created.

The students carried the books home and read them to someone at home. The writer questioned the students and asked, "Who did you read your book to? What did they say?" All comments were positive.

Clifford, the Big Red Dog (Bridwell, 1963) was read and discussed with the students. During the discussion, each student explained one point from the story which informed the students that the story was fantasy and not reality. Inference questions were discussed such as, "How do you know Emily Elizabeth cared for Clifford?" The students were asked to write anything they wished about the story, then draw one picture of Clifford and color it. Some children wrote only two to three lines, yet others wrote two pages. Much to the writer's enjoyment, the students did not "balk" with writing activities. At the beginning of the school year, the students were uncomfortable when asked to write, but with practice during the year, it had become routine. The eight weeks spent on writing and illustrating the fable books had increased the confidence and the ability exhibited by the students as authors. The students read their books to each other the following day. A letter accompanied the book and both were sent home. The students kept the book for their own library.

Discussions with Educators

The writer contacted Dr. Maryann Eeds (personal communication, February 13, 1990) at Arizona State by telephone to discuss her Bookwords (1985). When the writer told Dr. Eeds that she was using the Bookwords in reading lab, Dr. Eeds quickly asked, "You're not teaching them in isolation, are you?"

The writer quickly stated "No", and explained the use of the pre- and post-implementation test and requested permission to use the words in the practicum report (see Appendix I). The writer has had conservations in person and over the phone with other professionals who specialize in either learning styles, literature based instruction, or whole language instrustion. It appears that when one is involved in any of these, the person is so willing to discuss their philosophy, work, and experiences. The writer, however, has not experienced this enthusiasm for the basal reader from professionals.

The writer was approached at school one day by one of the first grade teachers with whom she had been working. The teacher said, "I have a problem. Each year at about this time my students get in a rut with reading. Do you have any suggestions?"

The writer asked, "Why do you think they are in a rut?"

She replied, "They always seem to dislike the stories in this section of the basal reader."

The writer said, "Just skip the stories and use literature books to teach the skills on which they will be tested."

The teacher replied, "Oh, I can't do that. I might get in trouble."

The writer found it frustrating for the classroom teachers to be such "slaves" to the basals. If only they could and would use children's literature books. They would see an improvement in not only students' attitudes about reading and writing, but also in skill attainment.

Comprehensive Tests of Basic Skills - CTBS

In the Spring of each year, the students in grades kindergarten through fifth grades at the school where the practicum occurred, are administered the CTBS. The writer was of the opinion that the first grade students in the Chapter I reading lab were reading and writing well. She was, however, concerned with how they might be affected by the standardized testing procedures and the inordinate amount of phonetic skills on the CTBS.

In order to prepare the students to take the CTBS, the writer and both of the Chapter I reading lab aides set aside the first ten-to-fifteen minutes of each group's time to provide practice in test-taking skills during the month of March. Each student was provided a copy of the workbook Scoring High (1989). Through the process of reviewing the strategies of test-taking and tips on test-taking, the writer was of the opinion the students did better on the test than if she had not afforded them the opportunity. Results of the CTBS are found on page 97 in Table 2.

Teacher Observation and Evaluation

The assistant principal visited the Chapter I reading lab to observe and evaluate the writer for her yearly evaluation. The lesson which was taking place during this

Table 3

Results of Students' Scores on the CTBS

Student	1989 Scores NP	SS	NCE	1990 Scores NP	SS	NCE	Gains NP	SS	NCE
1	3	254	10	28	399	38	+25	+145	+28
2	5	281	15	49	457	49	+44	+176	+34
3	14	348	27	30	403	39	+16	+ 55	+12
4	30	403	39	72	527	62	+42	+124	+23
5	27	395	37	62	496	56	+35	+101	+19
6	12	334	25	61	493	56	+49	+159	+31
7	8	308	20	69	517	60	+61	+209	+40
8	23	383	35	55	475	53	+32	+ 92	+18
9	13	355	26	70	521	61	+57	+166	+35
10	19	367	31	77	543	66	+58	+176	+35
11	16	355	29	54	471	52	+38	+116	+23
12	16	355	29	68	515	60	+52	+160	+31
13	23	382	34	88	577	74	+65	+195	+40
14	20	371	32	84	565	71	+64	+194	+39
15	16	355	29	73	531	63	+57	+176	+34
16	34	415	41	67	512	59	+25	+ 97	+18
17	14	346	27	60	489	55	+46	+143	+28
18	11	333	25	W/D					
19	3	261	11	52	466	51	+49	+205	+40
20	28	414	38	70	521	61	+42	+107	+23
21	17	360	30	57	480	54	+40	+120	+24
22	6	290	17	72	526	62	+66	+236	+45
23	12	335	25	61	493	56	+49	+158	+31
24	5	299	16	21	375	33	+16	+ 76	+17
25	20	373	33	87	573	73	+67	+209	+40
26	12	335	25	32	410	40	+20	+ 75	+15
27	28	399	38	W/D					
28	7	297	18	52	466	51	+45	+169	+33
29	18	365	31	54	471	52	+36	+106	+21
30	19	367	31	70	521	61	+51	+154	+30
31	3	263	12	27	395	37	+34	+132	+25
32	14	348	27	45	447	47	+31	+ 99	+20
33	33	413	41	87	573	73	+54	+160	+32
34	5	281	15	17	362	30	+12	+ 81	+15
35	5	281	15	81	555	68	+76	+274	+53
36	6	308	17	15	351	28	+ 9	+ 43	+11
37	6	290	17	46	450	48	+40	+160	+31
38	19	367	31	87	573	73	+68	+206	+42
39	1	218	1	39	430	44	+38	+212	+43
40	33	414	41	92	595	80	+59	+181	+31
41	9	266	22	28	397	38	+19	+131	+16

N=41

NP - National Percentile
SS - Scale Score
NCE - Normal Curve Equivalent
W/D - Withdrew

time utilized the Berenstains' (1987) book, I ♡ Colors. As always, the book was read to the entire group while students were in their favorite spots. The book was discussed with factual and inferential questions asked. The group moved to their seats and a deck of the index cards was dealt.

On the cards were the color words which appeared in the story along with items which were described. For example, the word blue was placed on a card with a black marker and a blue marker outlined the color word. Bluebird, blue sky, and bright blue balloon were placed on three cards. All color words and cards containing the items relating to that color were shuffled and evenly dealt to the students. The students turned to the front of the book. Which ever student had the color word found on that page placed it in a pocket-chart hanging on the blackboard. Anyone who had words which related to that color placed them beside the color word. Page-by-page the entire book was completed. The students really enjoyed the activity.

On the evaluation sheet, all the evaluation frequency marks were in the positive column with "Great lesson!" being written in the comment section.

The next day the students read to each other from the book. This was the sixth of ten books which the students kept as part of their personal home library of readable books.

March was the perfect time for the book Windy Day (Craig, 1988b). This book was the ninth literature book in which students were administered an informal reading survey. It was also the seventh book in the students' personal home libraries.

The book Windy Day was another of the easy reader books and the same type of activities and reading instruction was put to use as was in Muffy and Fluffy.

Another easy reader book which was used was Easter Bunny's Lost Egg (Gordon, 1980). The Easter season was the ideal time to use this book for instruction. The book was read to the entire group, discussed, and choral read. The students were given a color sheet (see Appendix M) of a basket with eggs which they colored. The 45 words found in the book were placed on a strip of tag board two inches by eleven inches long. When the students finished coloring the basket and eggs, the sheet was laminated with plastic. An opening was cut with a razor blade knife so the words were visible. The students chose a place to sit with a partner to read the word lists together.

This activity and activities with the index cards used in other lessons were very appealing to the students. Due to the number of tactual kinesthetic learners in lab, these types of activities reinforced and motivated the students.

Easter Bunny's Lost Egg was the tenth and final book on which students were given an informal reading inventory. After the inventory for each student was completed the book and accompanying letter were sent home.

The writer has been very impressed with the amount of parental and guardian involvement in the students' reading at home. The number of returned papers to school from "Official Listeners" (see Appendix N) has been remarkable. On some of the ten books as many as 35 letters were returned out of the 39 which were sent home. The family which reinforces reading at home has a great affect on the child's literacy development.

Scarry's (1973) picture book, Find Your ABC's, was used so students would have a high quality picture book to add to their home library to make it more comprehensive. Richard Scarry's book can be enjoyed over and over by the students. Each time a person reads and looks at the illustrations, something new can be seen. The illustrations are of unusual quality.

The last book to become part of the students' home library was the classic tale, Gingerbread Boy (Cutts, 1979). The writer constructed the characters from the story out of tag board and placed them on wooden rulers. The character puppets were; old woman, old man, gingerbread boy, apple pickers, reapers, cat, dog, pig, and fox.

When instruction began, the book was read then discussed. Students were assigned character parts to read. The writer read everything not in quotation marks, then students read thier own character's words.

For the following lesson, the writer presented the students with the stick puppets. They were instructed to wait until their character appeared in the story before holding it up. If a character was speaking, all others had to remain still, except for the one speaking. They were to "run", however, when the character was running by shaking the stick up and down.

The writer provided each student with two ditto sheets which contained cut-out pictures of the characters in the story. This enabled the students to have their own little puppets to use at home with the book, both of which were sent home.

Ask Me

The end of the school year is the time when extra motivational activities need to take place to keep student's interests going. In order to keep the enthusiasm for books at a high level, the writer introduced "Ask Me" week at school.

Students were instructed to think back about all the books they had read in reading lab, the library, their classroom, or at home and to picture the book in their minds. They were told to think about what they liked best about the book and how they would illustrate it. Each student told the writer the name of the their favorite book. She wrote it out on a slip of paper and returned it to them. The student then wrote on a sheet of white paper, "My favorite book is ______." Each student then illustrated his/her idea of the book. The next Monday, the 39 drawings were placed in the main hallway of the school. During that week the drawings were displayed, the students wore "Ask Me" tags around their necks. Notices (see Appendix O) were placed around the school to inform the staff of the activity so they could participate by asking the students.

The students wore the tags during the week. On Friday, the photographer from the local paper visited the school and took a photograph of four students (see Appendix P).

Read-A-Thon

The library was the scene for an hour long read-a-thon for the first graders. The writer enlisted the help of 20 fifth grade students, the speech therapist, the primary specialist, the guidance counselor, and two aides as listeners.

The writer, with the assistance of the two aides, chose approximately 50 books, which the students could read. These were placed on the tables in the library so the students could have easy access to them. The listeners were stationed around the library. They were instructed to ask the reader if they would like to sit in a chair or on the floor to read.

When the students arrived at the library, they were provided with a sheet of paper to monitor their progress (see Appendix Q). The rules were explained to the 39 students. They were told to follow the usual library rules; pick one book at a time from the tables; replace the book when finished; keep their monitor sheet with them; be polite to the listeners; and to have a good time. Did they ever have a good time! The group had become proud of their reading ability and their enjoyment of books was exhibited by their behavior.

Post-Implementation Testing

For post-implementation testing, the writer used the same techniques as were used in the pre-implemenation testing. The post-implementation testing consisted of ABC Letter Recognition Test (see Appendix F), Eed's Bookwords-High

Frequency Words From Children's Books (see Appendix H), ten minute timed writing words test, Silvaroli's Form B, Part II, Informal Reading Inventory, and the Survey of Students' Literature Interests (see Appendix B). Due to the time involved in testing students, the writer took a period of three weeks to complete the process. The writer did not want to devote regular class instruction time to testing. Therefore, the schedule was arranged so it did not interfere.

Reading Award

Reading award certificates (see Appendix R) were presented at the close of the eight month practicum implementation period to all first grade Chapter I reading lab students. Each student's certificate was laminated with plastic and a book mark with the student's name was attached to the certificate.

The writer encouraged the students to keep up their reading activities and to enjoy their home library of ten paperback books. Also, she encouraged them to visit the new public library over the summer, but most of all, to read, read, and then read some more! The students were just beginning to realize how books "open the door" to so many new places and ideas. The writer was of the opinion that the activities which were provided during the implementation time had increased the students' interests in literature books!

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The goal of first grade retainees receiving Chapter I reading lab assistance in reading remediation to improve their interests in literature was achieved during the practicum implementation. The successful completion of the following objectives gives evidence of the goal being accomplished.

Objective one states: Over a period of eight months, 50 of the 60 students involved in the practicum will receive remedial reading instruction to match their reading styles as determined by a reading style inventory as measured by a check list and group charts to monitor instruction which relates to students's reading styles.

As it was stated previously, during the summer preceeding the practicum implementation, the district changed the geographical boundary serviced by the elementary school. Approximately 20 Chapter I students were transferred to another school, leaving about 40 first grade retainees. Therefore, the number of students in the four objectives has been adjusted to 30 out of 40 instead of the original 50 out of 60.

The Reading Style Inventory was administered to the 41 students attending the Chapter I reading lab during the year.

Results of the inventory are found in Tables 3-6 which are located on pages 105-109 respectively.

The information from these tables was posted in charts which were placed near the writer during instruction time. Each student's name was listed on the charts for easy access.

Environmental Stimuli

Table 3

Compiled Elements of Sound, Light , Temperature, and Environmental Design Preferences of Students

Sound:	Music/Talking		Quiet Music/ Quiet Talking	31
			Music/ Quiet Talking	5
			Quiet Music/ Talking	3
			Music/ Talking	2
Light:	Bright	15		
	Dim	17		
	Bright/Dim	9		
Temperature:	Cool	20		
	Warm	18		
	Cool/Warm	3		
Design:	Formal	20	Organized	35
	Informal	18	Unorganized	6
	Formal/ Informal	3		

N = 41

Emotional Stimuli

Table 4

Compiled Elements of Motivation, Persistence, Responsibility, and Structure of Students

Motivation:	Peer/Adult/Self	13
	Not Peer/Adult/Self	13
	Peer/Not Adult/Self	2
	Peer/Adult/Not Self	5
	Not Peer/Adult/Not Self	8
Persistence:	High	26
	Fair	10
	Not	5
Responsibility:	High	23
	Fair	12
	Not	6
Structure:	Many Choices	21
	Some Choices	10
	Few/None	10

N = 41

Sociological Stimuli

Table 5

Compiled Elements of Colleagues, Self, and Peers of Students

Colleagues:	Teacher	31
	Not Teacher	10
Self:	Alone	31
	Not Alone	10
Pair/Team:	Peers	23
	Not Peers	18

N = 41

Table 6

Results of Perceptual Strengths and Preferences From RSI

Student	Visual	Auditory	Tactual	Kinesthetic
1	F	F	S	S
2	F	F	S	MD
3	P	P	ML	S
4	F	G	S	S
5	G	G	S	ML
6	P	F	ML	MD
7	P	G	MD	S
8	G	P	MD	S
9	G	P	S	MD
10	P	E	ML	S
11	P	P	S	S
12	P	F	MD	ML
13	P	F	S	MD
14	P	F	MD	MD
15	F	P	S	S
16	F	F	MD	S
17	F	P	MD	S
18	F	P	S	S
19	F	F	S	MD
20	F	F	MD	ML
21	F	F	MD	S
22	F	E	ML	MD
23	F	E	MD	S
24	G	F	ML	N
25	G	E	MD	S
26	P	P	MD	S
27	P	E	MD	MD
28	F	P	MD	MD
29	F	G	MD	MD
30	G	F	MD	ML
31	F	E	MD	MD
32	P	P	MD	MD
33	G	E	ML	S
34	F	G	ML	MD
35	F	G	MD	MD
36	F	F	MD	MD
37	F	G	ML	MD
38	F	E	MD	MD
39	G	P	S	S
40	F	P	MD	MD
41	G	F	MD	MD

E - Excellent
G - Good
F - Fair
P - Poor

S - Strong
MD - Moderate
ML - Mild
N - None

N=41

(table continues)

Compiled Elements of Intake, Time, and Mobility of Students

	Yes	No		Yes	No
Intake	39	2	Mobility	18	23
Time: Morning	34	7	Early Noon	30	11
Late Noon	27	14	Evening	28	13

N = 41

Objective two states: During a period of eight months, 50 of the 60 students involved in the practicum will demonstrate a positive attitude by responding "Sometimes" to eight out of ten statements relating to reading on a teacher-made survey of literature interests of students.

Before implementation began, the writer administered the survey (see Appendix B) to determine the responses of the students at that time. The same survey was administered when the practicum implementation was completed. Results of the pre- and post-implementation survey are found in Table 7. Here, again, the criteria of number of students was changed from 50 of the 60 students to 30 of the 40 students as was previously discussed.

Table 7

Frequency Count and Modes of Pre- and Post-Implementation Surveys of Students' Literature Interests

Item	Pre-Implementation			Post-Implementation		
	A Whole Bunch	Sometimes	Never	A Whole Bunch	Sometimes	Never
1	0	30*	9	17	22*	0
2	0	26*	13	18	21*	0
3	0	24*	15	26*	13	0
4	0	17	22*	16	23*	0
5	1	23*	15	29*	10	0
6	0	23*	16	20*	19	0
7	0	21*	18	19	20*	0
8	1	27*	11	17	22*	0
9	0	25*	14	17	22*	0
10	0	12	27*	15	24*	0

N = 39 * = Mode

In viewing the results, it can be quickly noted that the results from pre-implementation contained a significant number of "Never" responses on each item and one on "A Whole Bunch" of two items. However, in looking at the post-implementation results, one can readily see the significant number of students responding to "A Whole Bunch". The writer states the results far exceeded the objective previously stated.

Objective three states: Over a period of eight months, 40 of the 60 students involved in the practicum will demonstrate an interest in literature by successfully reading above the frustration level ten literature books as measured by a teacher-made informal reading inventory. The number of students was adjusted to 30 of the 40 students due to the boundry change previously stated. This objective was met as demonstrated by Table 8 data which is located on page 112.

The writer had concerns at the beginning of implementation time about all students being able to read all ten books above the frustration level. These concerns proved to be unfounded as the table presents results that all the students read all the books on which they were tested. In viewing the Table 8, Gregory's Dog and Good Bad Cat were used with one group of students, while Arty the Smarty and Funny Face At the Window were used with the rest of the students. The remainder of the books were used with all the students enrolled at that time.

Table 8

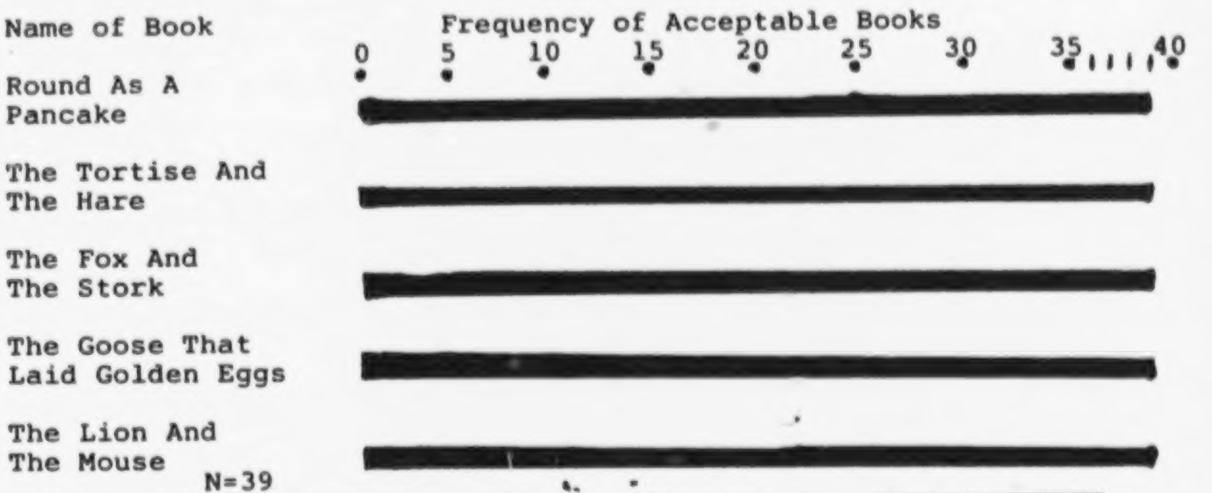
Results of Teacher-Made Informal Reading Inventories of Literature Books

Book	Frequency 0 5 10 15 20 25 30 35 40
Brown Bear N= 39	--X
Whistle, Mary, Whistle N= 38	--X
Haunted House N= 38	--X
Fire, Fire, Said Mrs. McGuire N= 38	--X
Tiny Christmas Elf N= 39	---X
Gregory's Dog N= 7	--------X
Arty the Smarty N= 32	-------------------------------------X
Funny Face At The Window N= 32	-------------------------------------X
Good Bad Cat N= 7	--------X
Muffy and Fluffy N= 39	--X
Windy Day N= 39	--X
Easter Bunny N= 39	--X

Objective four states: During a period of eight months, 40 of the 60 students involved in the practicum will have successfully written and illustrated five of their own story books as measured by criteria set forth by the Chapter I reading teacher. Table 9 presents data that this objective was fulfilled. Again, adjustments were made to be 30 of the 40 students involved in the practicum as the acceptable level.

Table 9

Story Books Written and Illustrated by Students



Each of the 39 students enrolled when the books were written and illustrated met the criteria set forth by the writer (see Appendix D).

Before implementation began, the writer administered the Swassing-Barbe Modality Index to all first grade students in Chapter I reading lab. See Table 10 on the following page for the results.

Table 9

Results of Swassing-Barbe Modality Index of Students

Student	Race/Sex		Raw Scores Visual	Raw Scores Auditory	Raw Scores Kinesthetic	Percentages Visual	Percentages Auditory	Percentages Kinesthetic
1	B	F	9	16	9	26	47	26
2	H	M	9	9	8	34	34	30
3	B	F	6	7	7	29	34	34
4	B	M	26	11	2	64	30	5.5
5	B	F	10	4	4	55	22	22
6	B	M	9	10	9	31	35	31
7	W	M	8	6	13	28	21	46
8	H	F	17	11	13	41	26	31
9	H	F	5	11	12	17.5	39	42
10	B	M	7	16	9	21	49	27
11	W	F	9	12	7	32	42	24
12	H	F	7	16	14	18	43	37
13	H	F	8	10	8	30	38	30
14	B	F	9	6	5	44	29	24.5
15	B	M	25	7	15	53	14.5	31.5
16	W	M	9	15	15	23	38	38
17	B	M	8	10	1	42	51	6
18	B	M	27	11	12	56	21.5	23
19	H	M	14	10	5	48	34	17
20	H	F	8	16	12	22	44	33
21	B	M	27	17	14	47	29	23
22	B	M	11	4	9	45	16	37
23	B	M	8	8	15	25	25	48
24	W	F	9	5	5	46.5	26	26
25	W	F	19	13	11	43.5	29	25
26	B	F	6	13	9	21	46	31
27	W	M	13	14	15	30	32	35
28	B	M	9	10	8	33	36	29
29	W	M	13	19	10	30	45	23
30	H	F	15	24	16	27	44	29
31	H	M	11	7	22	27	17	55
32	B	F	7	15	17	23.5	51	23.5
33	B	M	9	18	7	26	53	20
34	W	M	6	5	5	37	30	30
35	H	M	29	16	28	40	21.5	38
36	B	M	10	2	3	66	13	19.5
37	O	M	12	1	7	59	6.5	35
38	B	F	12	15	9	32	41	24.5
39	B	F	8	12	9	27	41	30
40	W	M	9	11	8	31.5	38	28
41	H	M	18	19	18	33	34	33

F - Female
M - Male

B - Black
H - Hispanic
O - Oriental

N = 41

The writer made a chart with the students' names and posted these results near her work area just as had been done with results from the RSI. This provided the writer with a better idea of the students' perceptual abilities and the type of instructional techniques which was best suited to the individual.

Clay's (1985) test of writing words was used as an indicator of reading ability growth during the practicum implementation time. Table 11 displays the results for pre- and post-implemenation testing results as stated in raw scores and is found on page 116.

The writer created Table 12 from Clay's normalized scores which were converted into stanine groups. This table can be found on page 117.

In Table 13, the results from students involved in the practicum implementation activities are placed in the stanine groups according to Clay's results. In looking at Table 13, 32 students were in the first stanine group during pre-implementation with none above the third. But in post-implementation, however, students ranged from the first up to the eight stanine with the median being fourth. Table 13 is located on page 117.

Table 11

Pre- and Post-Implementation Results of Writing Words Test

Student	Pre-Implementation	Post-Implementation	Gain
1	11	55	+44
2	3	32	+29
3	5	27	+22
4	5	41	+36
5	14	33	+19
6	12	31	+19
7	8	44	+36
8	7	24	+17
9	13	34	+21
10	8	30	+22
11	8	41	+33
12	9	27	+18
13	23	71	+48
14	12	30	+18
15	11	25	+13
16	12	20	+ 8
17	13	36	+23
18	W/D		
19	5	35	+30
20	20	60	+40
21	4	30	+26
22	3	25	+22
23	7	42	+35
24	5	24	+19
25	14	38	+24
26	3	22	+19
27	9	W/D	
28	10	26	+16
29	13	55	+42
30	23	61	+38
31	7	26	+19
32	11	28	+17
33	9	50	+41
34	1	16	+15
35	14	62	+48
36	1	14	+13
37	10	30	+20
38	9	48	+39
39	4	13	+ 9
40	15	70	+55
41	E/L	19	

W/D - Withdrew Early
E/L - Entered Late

N = 41

Table 12

Clay's Normalized Scores - Stanine Groups and Scores

Stanine Group	Test Score of Written Words
1	0 - 13
2	14 - 19
3	20 - 28
4	29 - 35
5	36 - 45
6	46 - 55
7	56 - 70
8	71 - 80
9	81 +

Table 13

Pre- and Post-Implementation Results of Writing Words Test Utilizing Clay's Stanines and Scores

Pre-Implementation		Post-Implementation	
Stanine	Number of Students	Stanine	Number of Students
1	32*	1	1
2	4	2	3
3	3	3	11
4	0	4	9*
5	0	5	6
6	0	6	4
7	0	7	4
8	0	8	1
9	0	9	0
N = 39	* Median	N = 39	* Median

Another indicator of growth in students' reading ability was the test of most frequently used words in children's literature. The writer chose the first 50 bookwords (Eeds, 1985) for this test. Table 14 presents the results for pre- and post-implementation results and is located on page 119.

The maximum score for pre- and post-implementation was 50 words. The writer was very pleased with the results due to the fact these words were not taught in isolation, but in context of the literature books. The gain made by the students was very good. The writer would like to state that the students with a score of 50 for post-implementation could have scored higher if more words had been presented. The ease at which the students recognized the words was very favorable.

Recognition of the upper and lower case letters of the alphabet and the type "a" and "g" were used to test students' ability. Table 15 depicts the results for the pre- and post-implementation test which is found on page 120.

The Silvaroli Informal Reading Inventory was utilized to determine the word recognition and comprehension of students while reading orally. Table 16 presents the results on page 121.

Table 14

Pre- and Post-Implemenation Results of Most Frequently Used Words in Children's Literature Test "Bookwords"

Student	Pre-Implementation	Post-Implementation	Gain
1	22	50	+28
2	15	50	+35
3	21	49	+28
4	33	50	+27
5	25	50	+25
6	35	47	+12
7	25	49	+24
8	28	45	+17
9	35	49	+14
10	36	50	+14
11	36	50	+14
12	22	50	+28
13	40	50	+10
14	38	50	+12
15	38	50	+12
16	32	48	+16
17	39	50	+11
18	21	W/D	
19	17	43	+26
20	43	50	+ 7
21	19	46	+27
22	8	41	+33
23	15	50	+36
24	10	40	+30
25	46	50	+ 4
26	9	38	+29
27	17	W/D	
28	17	49	+32
29	33	50	+17
30	32	50	+18
31	6	49	+43
32	18	50	+32
33	43	50	+ 7
34	3	45	+42
35	35	50	+15
36	0	12	+12
37	33	50	+17
38	41	50	+ 9
39	10	48	+38
40	48	50	+ 2
41	E/L	46	

N = 41

W/D - Withdrew Early
E/L - Entered Late

Note. Maximum score = 50

Table 15

Pre- and Post-Implementation Results of ABC Letter Recognition Test

Student	Pre-Implementation	Post-Implementation	Gain
1	54	54	
2	47	54	+7
3	51	54	+3
4	52	54	+2
5	54	54	
6	52	54	
7	48	54	+6
8	54	54	
9	49	54	+5
10	51	54	+3
11	53	54	+1
12	50	54	+4
13	52	54	+2
14	53	54	+1
15	51	54	+3
16	51	54	+3
17	53	54	+1
18	54	W/D	
19	46	53	+7
20	54	54	
21	50	54	+4
22	39	52	+13
23	54	54	
24	53	54	+1
25	54	54	
26	53	54	+1
27	52	W/D	
28	53	54	+1
29	53	54	+1
30	53	54	+1
31	45	53	+8
32	47	53	+6
33	53	54	+1
34	41	53	+12
35	53	54	+1
36	11	53	+42
37	54	54	
38	54	54	
39	50	54	
40	54	54	
41	E/L	52	

N = 41

W/D Withdrew Early
E/L Entered Late

Note. Maximum score = 54

Table 16

Pre- and Post-Implementation Results of

Silvaroli's Informal Reading Inventory

	Pre-Implementation		Post-Implementation	
Student	Word Recognition Level	Comprehension Level	Word Recognition Level	Comprehension Level
1	PP F	PP F	2 IND	2 IND
2	PP F	PP F	1 INS	1 IND
3	PP F	PP F	PP IND	P IND
4	PP INS	PP INS	2 INS	1 IND
5	PP F	PP F	P IND	1 IND
6	PP F	PP F	P INS	1 IND
7	PP F	PP INS	P INS	1 INS
8	PP F	PP INS	PP INS	PP INS
9	PP F	PP INS	1 INS	1 INS
10	PP F	PP IND	1 INS	1 IND
11	PP F	PP IND	P INS	1 IND
12	PP F	PP F	P INS	1 IND
13	PP F	PP IND	3 INS	4 INS
14	PP F	PP F	2 INS	1 IND
15	PP F	PP INS	2 INS	2 INS
16	PP F	PP IND	PP INS	P IND
17	PP F	PP INS	1 INS	1 INS
18	PP F	PP IND	W/D	W/D
19	PP F	PP F	PP IS	P IND
20	PP F	PP IND	3 INS	2 IND
21	PP F	PP IND	1 INS	1 IND
22	PP F	PP F	PP F	PP F
23	PP F	PP F	1 INS	1 IND
24	PP F	PP F	PP F	PP F
25	PP F	PP IND	2 INS	2 IND
26	PP F	PP F	PP F	PP IND
27	PP F	PP F	W/D	W/D
28	PP F	PP F	P INS	1 IND
29	PP F	PP INS	1 INS	1 IND
30	PP F	PP INS	2 IND	2 IND
31	PP F	PP F	PPINS	P IND
32	PP F	PP F	P IND	1 IND
33	PP F	PP IND	2 IND	3 IND
34	PP F	PP F	PP INS	P IND
35	PP F	PP INS	4 INS	3 INS
36	PP F	PP F	PP F	PP F
37	PP F	PP INS	1 INS	2 IND
38	PP F	PP F	4 INS	4 IND
39	PP F	PP F	P INS	P IND
40	PP F	PP INS	4 INS	3 IND
41	E/L	E/L	PP IND	P INS

PP Pre-Primer Reading Level
P Primer Reading Level
1 First Grade Reading Level
2 Second Grade Reading Level
3 Third Grade Reading Level
4 Fourth Grade Reading Level

F Frustration Level
INS Instructional Level
IND Independent Level
E/L Entered Late
W/D Withdrew Early
N = 41

Conclusions

Increasing literature interests in young students who are labeled "poor readers" is a challenge, one which was met and accomplished during the practicum implementation. Through the use of matching reading styles of the students to the type of reading instruction provided, the goal of the practicum was achieved as evidenced by the data presented in the previous section of Chapter V. Butler (1988), Carbo (1984a), Carbo (1987a), Dunn (1980), Dunn (1981), Price, et al. (1981), Swassing and Barbe (1979), and Valle, et al. (1986) all stress the importance of matching reading styles to instructional techniques for increased learning. Another aspect which is mentioned repeatedly in the same literature is discipline and behavior of students. During the implementation period, the writer did not have a single referral to the office for misbehavior of a student. Because students were instructed in techniques compatable to their learning styles, plus allowing them choices in the different areas of stimuli, the writer believes the students were more relaxed and eager to learn.

The results in Table 7, which displays the data for objective two, far exceeded the writer's expectations. Items 3 and 5 dealt with students reading books at home to themselves and to their parents/guardians. The writer was overwhelmed with the participation of parents/guardians as "official listeners" at home. The papers returned from home with signatures began to literally pile-up as the implementation time progressed.

Through the use of real books instead of phonics worksheets, the students' reading of ten literature books above the frustration level was achieved as shown in Table 8. Rhodes (1981), Rechek and McTague (1988), Searcy (1988), Strickland and Morrow (1989), Teale and Martinez (1988), Trachtenburg and Ferruggia (1989), and Tunnell and Jacobs (1989) are but a few of the many researchers and educators who promote the use of real books with young readers, especially those students at-risk.

The twelve books listed in Table 8 were chosen as the books for the informal reading inventory. Each student received the books which became theirs to keep for a home library of readable books. These books were discussed in Chapter IV. The writer believes the students really read these books at home and appreciates the books as evidenced by conversations during reading lab time.

Thirty-nine out of 41 students attending reading lab were on "free lunch" which means their families were economically deprived. Through providing the books to the students to keep at home, literacy development and literature interests can become a family affair. Through the use of children's literature books, the writer is of the opinion the students performed so well on the "Bookwords" (see Table 14) because of the time spent reading books.

In writing and illustrating five books, students became more and more proficient with the skills involved. The writer observed students' writing ability increase along with their editing ability of their work. Table 9 reveals all 39 students completed their books. One problem encountered here was having students who were absent make-up their work missed. Writing, editing, and illustrating are time consuming, but well worth it. The writer believes the gains in writing words test (see Table 11 and 13) were partially the result of the writing activities.

Recommendations

The writer has seven specific recommendations based on the results of this practicum. First, teachers should be aware of their own personal reading style and that of each of their students. Second, reading instruction techniques should match the students' individual reading style. Third, the whole language reading philosophy which incorporates reading, writing, and speaking should be used with first grade students. Fourth, the use of quality children's literature books should be the basis of reading instruction. Fifth, parents/guardians should be included in the students' reading program. Sixth, tape recorders are useful and motivating tools in reading and should be utilized. Seventh, providing low socio-economic students with quality, readable, paperback books for a home library enhances their chances of increasing their literature interests.

It is the opinion of the writer that having met all the objectives and thus the goal of the practicum, the students involved are "off to a good start" on the "road" to a life time of literacy. The practicum implementation activities ignited the desire of interests in literature for these students.

Dissemination

The results of this practicum project will be shared in five ways. First, a presentation will be made to all Chapter I teachers and aides within the school district. Second, it will be shared at a meeting of elementary school principals and supervisors. Third, the writer is making plans to present the results at a reading conference and a literacy conference in the state. Fourth, the writer will discuss the results with the administrators at the North East Florida Teacher Educational Consortium. Fifth, the writer is pursuing the publication of articles pertaining to aspects of the practicum which she implementated.

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APPENDIX A

INTERVIEW OF FIRST GRADE TEACHERS WITH STUDENTS IN CHAPTER I READING LAB

INTERVIEW OF FIRST GRADE TEACHERS
WITH STUDENTS IN CHAPTER I READING LAB

Date of interview____________________

Interviewed by________________________

1. Are you required to teach reading to your students through the basal reading program?
   Y N
2. Are your students grouped according to their ability to read as determined by criteria set forth in the basal reading series?
   Y N
3. Is phonics the method you most often use during reading instruction?
   Y N
4. Is mastery of sequential skills in the basal reader necessary to progress in the basal reading program?
   Y N
5. Do you complete all the basal reader stories?
   Y N
6. Do you complete the workbooks that accompany the basal reader?
   Y N
7. Do you test the students on the unit tests before progressing into another level of the basal reading series?
   Y N
8. What do you like best about teaching reading from the basal reading program?
9. What do you dislike most about teaching from the basal reading program?
10. In your opinion, do poor readers get to read as many pages as good readers during reading instruction time?
    Y N
11. Does the Chapter I remedial reading program reinforce skills taught in the basal reading series?
12. Do you usually try to have reading groups first thing in the morning?
    Y N
13. In General, do your students seem interested in reading skill sheets?
    Y N
14. Do you think students' literature interests need to be developed?
    Y N

APPENDIX B

PRE- AND POST-IMPLEMENTATION SURVEY OF LITERATURE INTERESTS OF CHAPTER I FIRST GRADE RETAINEES

PRE- AND POST-IMPLEMENTATION SURVEY OF LITERATURE INTERESTS OF CHAPTER I FIRST GRADE RETAINEES

Student________________________________

Teacher________________________________

Date__________________________________

1. How often do you quietly read books to yourself at school?

A whole, whole bunch	5
Sometimes	3
Never	1

(How many is that?)

2. How often do you get to read story books when you are having a reading lesson?

A whole, whole bunch	5
Sometimes	3
Never	1

(How many is that?)

3. When you are at home, how often do you read story books to yourself?

A whole, whole bunch	5
Sometimes	3
Never	1

(How many is that?)

4. How often do you get to read story books to your friends?

A whole, whole bunch	5
Sometimes	3
Never	1

(How many is that?)

5. How often do you read story books to your parent(s)?

A whole, whole bunch	5
Sometimes	3
Never	1

(How many is that?)

6. How often do you get rewards for being a good reader?

A whole, whole bunch	5
Sometimes	3
Never	1

(How many is that?)

7. How many of your own books have you written?

A whole, whole bunch	5
Some	3
None	1

(How many is that?)

8. How many books have you made by drawing your own pictures?

A whole, whole bunch	5
Some	3
None	1

(How many is that?)

9. How often do you listen to a friend read a story book to you?

A whole, whole bunch	5
Sometimes	3
Never	1

(How many is that?)

10. How often do you read story books to an adult at school?

A whole, whole bunch	5
Sometimes	3
Never	1

(How many is that?)

APPENDIX C

TEACHER-MADE READING INVENTORY OF LITERATURE BOOKS

TEACHER-MADE READING INVENTORY
OF LITERATURE BOOKS

Introduction to test: "You have read this book in reading lab. Please read it again so I can hear you read."

(The passage from each book used will be given to the student to read orally to an adult listener.)

SCORING:

Number of words missed____________

Types of errors:

Observation of student:

COMPREHENSION QUIZ

4 factual questions will be asked.
1 inferential question will be asked.

COMPREHENSION SCORING:

Number of incorrect answers:
Factual_______________

Inferential___________

APPENDIX D

CRITERIA SHEET FOR STUDENTS' ILLUSTRATED AND WRITTEN STORYBOOKS

CRITERIA CHECK SHEET FOR STUDENT'S INDIVIDUALLY WRITTEN AND ILLUSTRATED STORYBOOKS

Student's Name________________________________

Storybook Name________________________________

	YES	NO
1. Does book have a title page?	___	___
2. Is the title page illustrated?	___	___
3. Is student's name on cover?	___	___
4. Does story line in student's book adhere to literature books' story line?	___	___
5. Do illustrations support story line?	___	___
6. Were the high frequency words which were introduced in the book used by student in his/her book?	___	___
7. Were the special vocabulary words introduced in the books used by the student in his/her book?	___	___
8. Does the sequence of student's book follow the sequence of the story book?	___	___
9. Are complete sentences used?	___	___
10. Are adjectives used in the student's book?	___	___

Comments:

APPENDIX E

PERMISSION TO USE COPYRIGHTED MATERIAL BY CARBO, DUNN, AND DUNN

301 S. Prospect St.
Crescent City,
FL 32112

January 30, 1990

Dear Dr. Carbo,

Presently, I am enrolled at Nova University where I am pursuing a doctorate in Early and Middle Childhood. I am writing a paper titled "Increasing Literature Interests In First Grade Retained Students In A Chapter I Reading Lab By Matching Reading Approaches To Their Reading Styles". I have utilized your RSI and much of your information from Teaching Students To Read Through Their Individual Learning Styles. I am requesting permission to use the chart on page three of the book in my paper. I would give full credit for the chart and full citation to you, Dunn, and Dunn for allowing me to use it. I would appreciate it very much!

Sincerely,
Grace
Grace Thomas

Dear Mrs. Thomas,
You have my permission to reproduce the requested chart. Please share your dissertation with NRSI. Thank you.
Sincerely,
Marie Carbo

APPENDIX F

PRE- AND POST-IMPLEMENTATION ABC LETTER RECOGNITION TEST

ABC Letter Recognition
Pre- and Post-Implementation Test

Name ____________________________

Pre-Implementation Test Date______

A	a	U	u
B	b	V	v
C	c	W	w
D	d	X	x
E	e	Y	y
F	f	Z	z
G	g	a	(Type)
H	h	g	(Type)
I	i		
J	j	Total correct_____	
K	k		
L	l		
M	m		
N	n		
O	o		
P	p		
Q	q		
R	r		
S	s		
T	t		

Post-Implementation Test Date______

A	a	U	u
B	b	V	v
C	c	W	w
D	d	X	x
E	e	Y	y
F	f	Z	z
G	g	a	(Type)
H	h	g	(Type)
I	i		
J	j	Total correct_____	
K	k		
L	l		
M	m		
N	n		
O	o		
P	p		
Q	q		
R	r		
S	s		
T	t		

APPENDIX G

"BOOKWORDS" HIGH FREQUENCY WORDS FROM CHILDREN'S BOOKS PRE- AND POST-IMPLEMENTATION TEST

BOOKWORDS
HIGH FREQUENCY WORDS FROM CHILDREN'S BOOKS
PRE- AND POST-IMPLEMENTATION TEST

Name______________________________

Pre-Implementation Test Date_____

the
and
a
I
to
said
you
he
it
in
was
she
for
that
is
his
but
they
my
of
on
me
all
be
go
can
with
one
her
what
we
him
no
so
out
up
are
will
look
some

day
at
have
your
mother
come
not
like
then
get

Total correct______

Post-Implementation Test Date_____

the
and
a
I
to
said
you
he
it
in
was
she
for
that
is
his
but
they
my
of
on
me
all
be
go
can
with
one
her
what
we
him
no
so
out
up
are
will
look
some

day
at
have
your
mother
come
not
like
then
get

Total correct_____

Note. Words were taken from Eeds, M. (1985). Bookwords: using a beginning word list of high frequency words from children's literature K-3. _The Reading Teacher_, _38_(4), 418-423. Used with permission (see Appendix H).

APPENDIX H

LETTER TO USE EED'S BOOKWORDS

International Reading Association

Association Internationale pour la Lecture
Asociación Internacional de Lectura

800 Barksdale Road, PO Box 8139
Newark, Delaware 19714-8139, USA

February 21, 1990

Ms. Grace Thomas
301 S. Prospect Street
Crescent City, FL 32112

Dear Ms. Thomas:

Thank you for your request to use IRA material in your doctoral dissertation. However, unless your dissertation is actually published, you do not need written permission to reprint IRA material, provided proper credit is given.

Sincerely,

Janet S. Parrack

Janet S. Parrack
Permissions Editor

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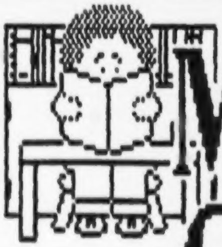
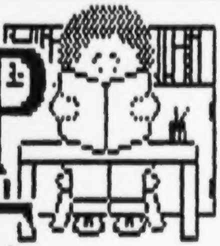
APPENDIX I

MEMBERSHIP CERTIFICATE IN "I CAN READ REAL BOOKS CLUB"



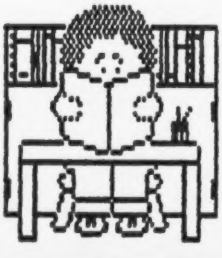


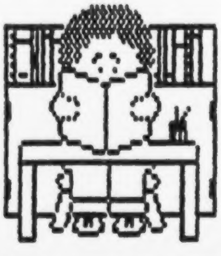
MEMBERSHIP CERTIFICATE "I CAN READ REAL BOOKS CLUB"

____
Member's Name

____
Date

CHAPTER I READING LAB





APPENDIX J

LETTER ACCOMPANYING
THE TINY CHRISTMAS ELF

THE TINY CHRISTMAS ELF

CERTIFICATE OF COMPLETION OF
READING "A REAL BOOK"
CHAPTER I READING LAB

The students in Chapter I Reading Lab have been reading the book, "The Tiny Christmas Elf". Please listen to the child read the book and then please sign below that you have been an "official listener". When the child returns the slip with a signature, he/she will receive a small reward.

Please encourage the student to read the book to several people. Through practice, your child will become a better reader.

The book is the child's book to keep. We hope it brings a lot of enjoyment during the holidays and in the future.

Sincerely,

Grace Thomas

****

I have listened to ______________________ read the book "The Tiny Christmas Elf".

____
Listener's Signature

APPENDIX K

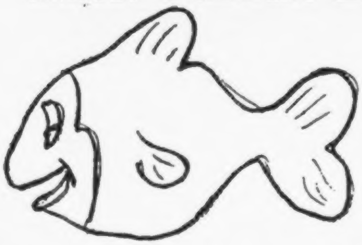
LETTER ACCOMPANYING ARTY THE SMARTY

"ARTY THE SMARTY"

CERTIFICATE OF COMPLETION OF READING

"A REAL BOOK"

CHAPTER I READING LAB



The students in Chapter I Reading Lab have been reading the book, "Arty the Smarty". Please listen to the child read the book and then sign below that you have been an "Official Listener". When the child returns the slip with a signature, he/she will receive a small reward.

Please encourage the student to read the book to several people. Through practice, your child will become a better reader.

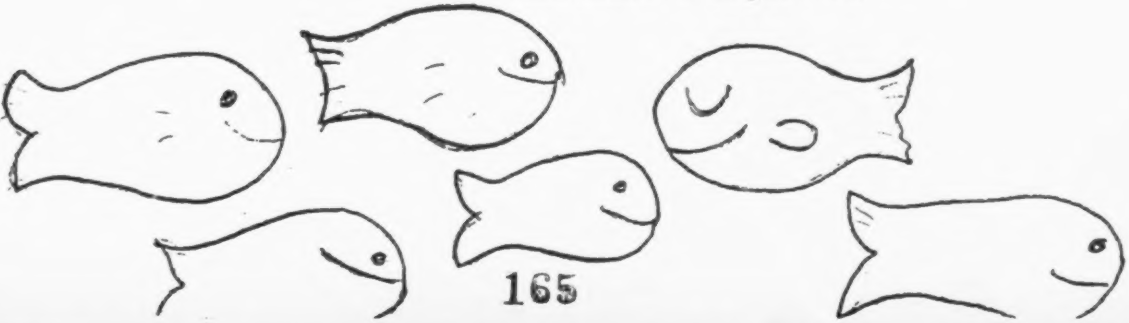
The book is the child's book to keep. We hope it brings a lot of enjoyment to your child and to you knowing your child is a member in good standing in the "I Can Read Real Books Club" in reading lab.

Sincerely,
Grace Thomas
Grace Thomas

****

I have listened to ________________ read the book "Arty the Smarty".

____
Listener's Signature



APPENDIX L

GREGORY'S DOG
ACCOMPANYING LETTER

"GREGORY'S DOG"

CHAPTER I READING LAB

Some students in Chapter I Reading Lab have been reading the book, "Gregory's Dog". Please listen to your child read the book and then sign below that you have been an "Official Listener". When the child returns the slip with a signature, he/she will receive a small reward.

Please encourage the student to read the book to several people. Through practice, your child will become a better reader.

The book is the child's book to keep. We hope it brings a lot of enjoyment to your child and to you knowing your child is a member in good standing in the "I Can Read Real Books Club" in reading lab.

Sincerely,
Grace Thomas
Grace Thomas

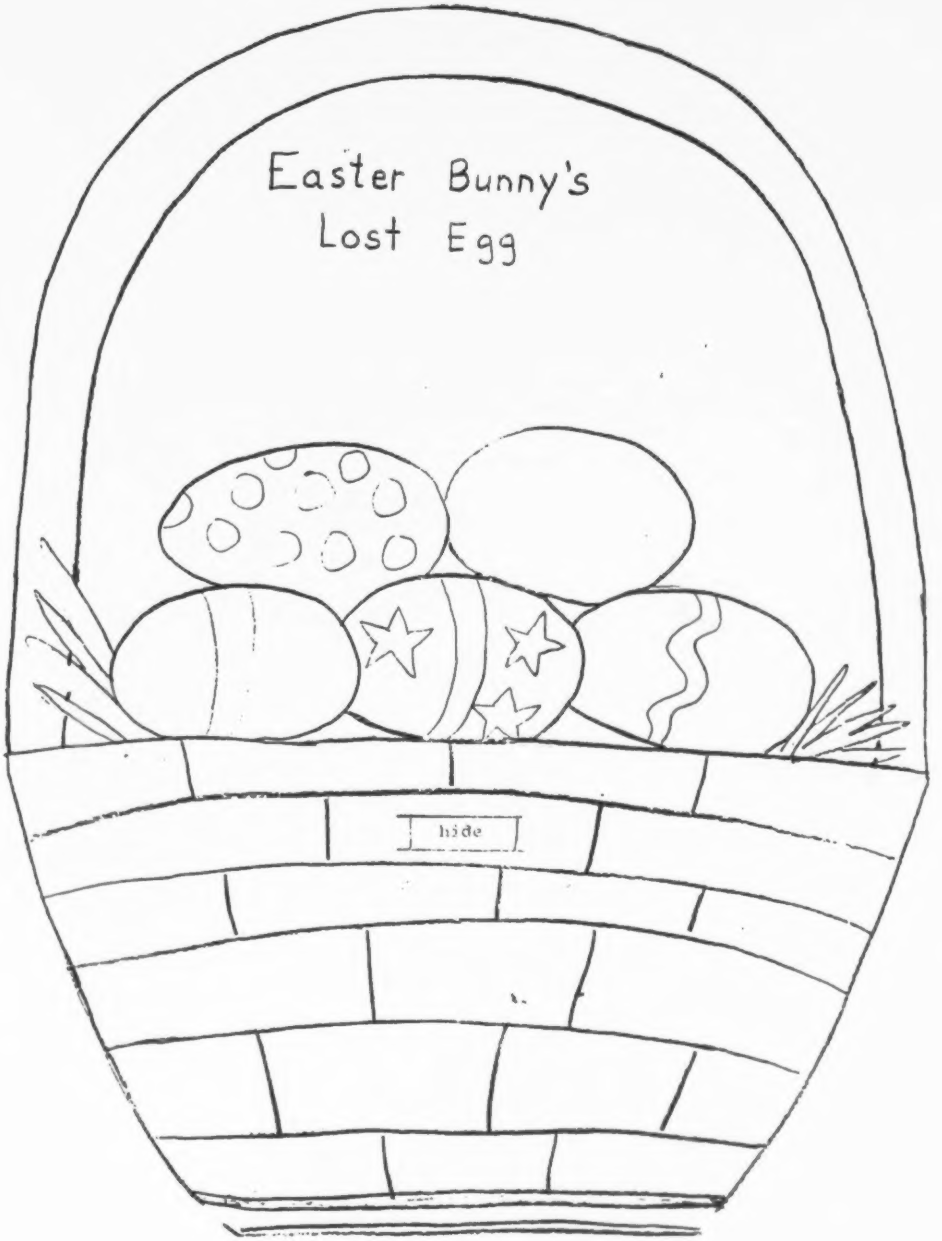
****

I have listened to __________ read the book "Gregory's Dog".

____
Listener's Signature

APPENDIX M

COLOR SHEET WITH WORD LIST


Easter Bunny's
Lost Egg
hide

(Reduced 65% in size)

APPENDIX N

OFFICIAL LISTENER
EASTER BUNNY'S LOST EGG

Easter Bunny's Lost Egg

by Sharon Gordon

The students in Chapter I Reading Lab have been reading the book, Easter Bunny's Lost Egg. Please listen to your child read the book and then please sign below that you have been an "Official Listener". When the child returns the slip with a signature, he/she will receive a small reward.

Please encourage the student to read the book to several people. Through practice, your child will become a better reader.

The book is the child's book to keep. We hope it brings a lot of enjoyment to your child and to you knowing your child is a member in good standing in the "I Can Read Real Books Club" in Chapter I Reading Lab.

Also, your child has a basket which is a word game. Please encourage the student to play the game with someone or alone. Either way, it will reinforce the words found in the story.

Sincerely,
Grace
Grace Thomas

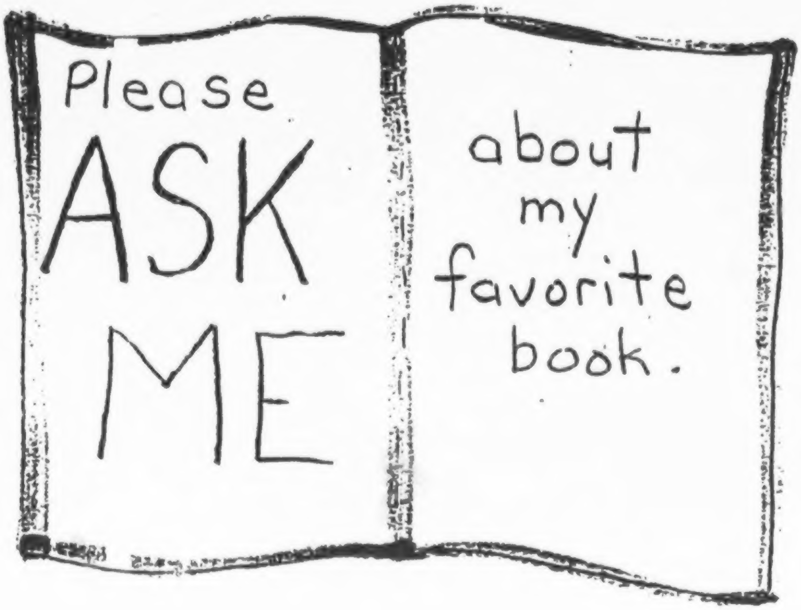
****

I have listened to ________________ read the book, Easter Bunny's Lost Egg.

____
Listener's Signature

APPENDIX O

"ASK ME" NOTICES


Please
ASK
ME
about
my
favorite
book.

The students in Chapter I Reading Lab are having "ASK ME" week at school during this week. If you see a student wearing this tag, please take just a moment to ask them what their favorite book is. If you have time, also ask "Why?" or "What do you like best about it?"

Thanks a bunch!!!!

Grace

APPENDIX P

PHOTOGRAPH FROM NEWSPAPER OF STUDENTS PARTICIPATING IN "ASK ME" WEEK

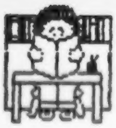
P7B
Courier-Journal
Crescent City, FL 32112
Apr. 4/90

Ask us

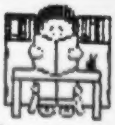
The first grade Chapter I reading lab students of Grace Thomas at Crescent City Elementary School had an Ask Me week for staff and parents to excite reader interest in books. Students are Richard Crosby, Beatrice Hernandez, Ruth Segura and Khon Vorakhoune.

APPENDIX Q

READ-A-THON MONITOR SHEETS



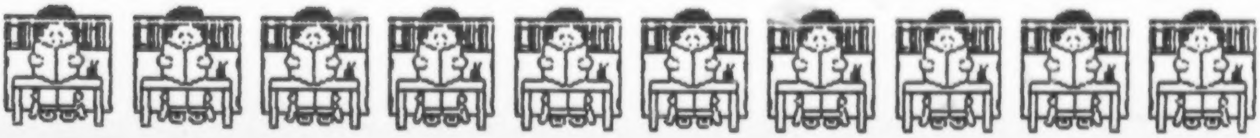
READ-A-THON



CHAPTER I
READING LAB

Student's Name________________________________ Date______________________

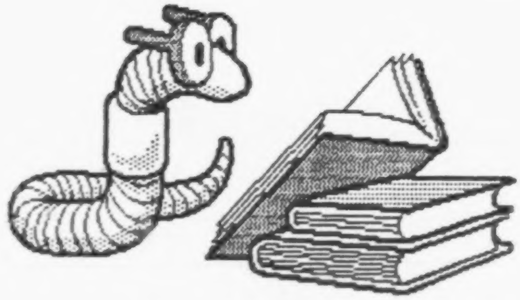
NAME OF BOOK	LISTENER'S SIGNATURE
(Two Rubbie Stickers)	
(One Bear Eraser)	
(One Dinosaur Sticker)	
(Choice From Box)	



APPENDIX R

READING AWARD CERTIFICATE

READING AWARD



PRESENTED TO

FOR BEING A GOOD STUDENT

"I CAN READ REAL BOOKS CLUB"
CRESCENT CITY ELEMENTARY SCHOOL
CHAPTER I READING LAB
1989-1990